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ABSTRACT

Following the precept that strong citizenship education requires strong law education, the Special Committee on Youth Education for Citizenship (YEFC) of the American Bar Association compiled this introduction to programs and resources in pre-college law education. The objectives of law education, described in Section I, include developing analytical skills, moral and ethical values, and an appreciation of the legal process; teaching information about law; and encouraging responsible political participation. YEFC, as described in Section II, facilitates and encourages programs and projects, generates materials, and supports research. Current YEFC projects and publications noted in this section are the results of these objectives and policies. Twelve representative law-oriented projects of the 200 throughout the country are described in Section III. Section IV lists teacher training programs for law education. Section V updates information (Working Notes, #1) to Bar Associations on the role they can play to support law education programs. ED 073 978 is a related document. (JH)

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Help! What to Do, Where to Go?

Working Notes No. 4

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Many Americans seem to lack the understanding necessary to live successfully within our legal system or to utilize the democratic process in order to improve it. Americans increasingly respond to public crises with confusion, frustration, violence, or (perhaps worst of all) apathy. While there are many theories as to the causes of this complex and disturbing situation, one fact stands out: For too long an operative understanding of law and the legal system has largely been available only to those who had a law school education. Yet the law permeates the daily lives of all of us. Every consumer purchase, lease, divorce, petty crime or traffic violation brings the citizen into contact with the law. Everyone cannot attend law school. However, aspects of legal training, including the development of analytical skills and the capacity for clear thinking, can be modified and adapted for use in elementary and secondary education.

Recognizing this urgent need the ABA established the Special Committee on Youth Education for Citizenship. YEFC is supporting the creation and improvement of interdisciplinary programs in communities throughout the country. We are not, however, establishing a proprietary interest in any curriculum materials, teacher-training institutes or project models. Our function is entirely facilitative. YEFC is stimulating and coordinating projects in this field and serving as a national clearinghouse for information. In addition, members of YEFC staff spend a portion of their time in the field consulting with community leadership, including the organized bar, school authorities and law enforcement agencies in the development of local programs.



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Special Committee on Youth Education for Citizenship
American Bar Association
Chicago, Illinois

Help! What to Do, Where to Go?

Working Notes No. 4

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Working Notes No. 4

The American Bar Association created the Special Committee on Youth Education for Citizenship to work with lawyers, educators, representatives of the justice system and other concerned members of the community in achieving three objectives:

1. To ensure that American students, from kindergarten through 12th grade, are provided with education aimed at developing an understanding of law, the legal process and the legal system.
2. To encourage the development of law-related curricula that will provide students with the intellectual skills, quality of mind and positive attitudes necessary for responsible and effective citizenship in an American society governed by the rule of law.
3. To see that students are provided law-related citizenship education in the most exciting, innovative, comprehensive and rigorous form possible.

An effective law-related curriculum constantly challenges teachers and students by asking the hard questions concerning the relationships between individuals and between the individual and the state. Obviously more than mere information about rules and laws must be provided. More important, such education must teach students to think, to analyze, and to evaluate legal and social issues.

The Special Committee on Youth Education for Citizenship believes that active support of the organized bar on the state and local levels is necessary for the success of such law-related programs in order to provide educators with the following:

1. Organized bar support in convincing the educational establishment that law-related courses constitute a legitimate, desirable and feasible reform.
2. Professional participation in the development of curriculum materials.
3. Lawyer involvement in pre-service and in-service teacher training programs.
4. Classroom participation by lawyers and other representatives of the justice system (where and when appropriate to a systematic curricular approach to law-related studies).

Our experience indicates that most projects in law-related citizenship education are successful to the extent that they include active cooperation and participation of the organized bar and of other community groups including justice agencies and citizens' voluntary associations. We have found that it is only such interdisciplinary projects that can be expected to survive over time, ultimately becoming an integral part of the educational process.

This issue of Working Notes is our first attempt to describe comprehensively a number of projects which appear successful in combining the efforts of educators with those of state and local bar associations and community groups. All of the projects and programs described herein also have, in our opinion, at least begun to achieve real and positive changes in the classroom.

We hope that the following articles will stimulate lawyers and educators in communities currently without fully developed programs to work together in the creation and implementation of such programs. YEFC stands ready to help you in this effort.

This issue of Working Notes is divided into five (5) sections as follows:

1. **Law-Related Education: The Opportunity and the Challenge.** This essay by Joel F. Henning, staff director of YEFC, appeared in a slightly different version in *Quest for Justice*, a book edited by Geoffrey C. Hazard for the ABA Commission on a National Institute of Justice. It examines some ed-

educational goals which law-related programs can help attain and discusses some continuing needs for further research and development in the field.

- II. **The YEFC Action Program.** This section summarizes the services of YEFC and describes the links which it has developed to state and local bar associations, educational authorities and other community associations interested in the field.
- III. **Some Law-Related Projects of General Interest.** There are currently well over 200 law-related projects throughout the country. The objectives, structure, strategies and activities of twelve of those projects are described in this section to indicate the variety of approaches which can be utilized in law-related education.
- IV. **Some Teacher Training Programs of General Interest.** The keystone of successful law-related education is the effective training of teachers. Most of the programs described in this section have utilized some training by lawyers, judges and other community volunteers in substantive topics, combined with presentations by educators in instructional strategies and techniques for adapting such subject areas to classrooms from kindergarten through high school.
- V. **The Role of Bar Associations.** Last year, the Special Committee published issue no. 1 of Working Notes. This section updates the materials in that issue. Our intention is to provide very practical suggestions to lawyers and bar associations as to ways in which they can provide essential services and other kinds of support to educational projects in this field.

Law-Related Education: The Opportunity and the Challenge

by Joel F. Henning

Citizenship education has long been accepted as an important responsibility of our schools. The traditional approach to citizenship education involves a scattering of courses in civics and American government through the K-12 curriculum. These courses are largely expository, concentrating on the delivery of superficial and oversimplified information about federal and state government. Almost all educators agree that traditional civics courses have been "narrow, lifeless . . . failures." At the college level, law is hardly taught at all with the exception of an occasional course in American Constitutional history. Thus almost all American students, bright and dull, rich and poor, avoid "the hard questions and the learning of civilizations concerning the relationships between the individual and the state . . . always viewed as important for citizenship," as Edward Levi, President of the University of Chicago, has said.

It seems clear that sound citizenship education must incorporate sound education in law. Recognizing this, some enlightened members of the legal profession have recently become active in the field. The State Bar of California and the Chicago Bar Association have sponsored substantial programs of in-service teacher training and curriculum development for elementary and secondary schools, with the cooperation of educators and school systems. Paul Freund of Harvard spoke for a small but growing number of law professors when he recently said that "I can think of no effort on the home front more important in the long run and, indeed, in the short run, than this movement to bring law-oriented studies in the schools." Leon Jaworski, immediate past-president of the ABA, gave K-12 law-related education a great deal of attention during his presidency and continues to encourage its development.

Yet the problem is immense. There are more than 60 million students in elementary and secondary schools, not one per cent of whom have had exposure to meaningful law-related education as distinguished from traditional civics courses. These students are taught by approximately two and one-half million teachers in America's elementary and secondary schools, virtually none of whom have had pre-service training in law-related subjects or in the challenging pedagogy required for effective teaching in this field.

The quantitative dimensions of the problem

do not in themselves demonstrate the need for expanded programs of law-related education. Early efforts in this field, however, indicate that good law-related programs in the schools can contribute to several important educational and citizenship objectives. These efforts have also revealed a number of unanswered questions. There follows a brief discussion of five objectives of law-related education and some of the research needs that must be met before these objectives can be achieved.

1. *Development of analytical skills.* A curriculum designed to deal with perplexing situations (real or hypothetical legal cases, for example) can help teach young people how to analyze difficult issues. Students learn to argue either side of a case. They perceive the subtleties of real-life decision-making, where answers are neither short nor simple. Schools today are increasingly attacked for stupefying young people. A curriculum that instead stimulates them to think has far-reaching implications. Once nurtured in a law-related curriculum, these skills can be refined and utilized in other parts of the curriculum and, most important, in life beyond the classroom.

The awesome potential of such a course of study is matched by the difficulties that now prevent large-scale successful implementation. The two major problems are curriculum content and teaching method.

Little work has yet been done on materials for the lower grades of elementary school. Yet these are important years in the development of children's learning skills. Also, it is no secret that a large proportion of older students have extremely limited reading skills. How can the complexities of the law be presented to high school students who read at a third or fourth grade level? We must attempt to discover to what extent a rigorous law-related curriculum can avoid the problem by utilizing simulation, role playing and game techniques as well as media other than the printed word such as sound tapes and film. The problem of timing is as perplexing as that of communication. Careful analysis must be done by lawyers and educators to determine at what levels increasingly complex materials should be introduced.

The pedagogic challenge of law-related education is even more troubling. In dealing with legal materials, the student's capacity to understand

the issues and respond with reason and logic is obviously more important than the correctness of his answers. If the student is to be encouraged to deal with troubling questions that have no simple answers, and to have his guesses subject to critical analysis, the teacher must be willing and able to participate in the same process. While teachers are not expected to be legal experts, much can be done in research and development of in-service and pre-service teacher training models utilizing lawyers and educators to maximize knowledge, skills and self-confidence of teachers. It may be that the current laws and practices concerning teacher certification must be reviewed and revised before this effort can succeed. It is also possible that technological research can help by extending the range of inquiry and analysis beyond the capacities of the classroom teacher with the help of video cassettes and other devices. There will nevertheless be practical constraints on the scope of such courses which are determined by the limitations of teachers. Research must be undertaken to identify these constraints.

2. *Development of moral and ethical values.*

The work of Professor Lawrence Kohlberg of the Harvard Graduate School of Education suggests that moral development occurs in stages similar to cognitive development as described by Piaget. According to the Kohlberg hypothesis, there are six stages of growth. In the most primitive stage, perceptions of "good" and "bad" are determined by the prospect of reward and punishment and the physical power of those making the rules. In intermediate stage four, rules are obeyed out of respect for authority and the social order. In stage six, principles of justice, equality and respect for the individual determine decisions. The development of moral reasoning, according to this theory, invariably proceeds sequentially although development may stop before the advanced stages are reached.

Education cannot change the sequential pattern of development but can accelerate or retard the process. It can also extend development beyond the conventional "law and order" stage four, which is modal for most societies, to the more advanced stages in which principles of justice and fairness predominate. This can be done by creating learning experiences that stress participation and conflict resolution. A shift from the expository approach of traditional civics courses to the inquiry approach of law-related curriculum, suggest Professors Tapp and Kohlberg, will facilitate moral development, because the latter approach involves experimental participation in conflict-resolution, problem-solving, decision-making and role-taking. Such a curriculum contributes to the development of the student's capacity to evaluate "right" and "wrong"

and to understand responsibility, obligation and justice. For these reasons, according to Tapp and Kohlberg, the public school and the legal system are "the two most important institutions for stimulating just legal development." While education is not necessarily an instrumentality of democracy, law-related education, well-taught, is likely to produce a "questioning spirit incompatible with autocratic rule," as Henry Kissinger has said. Thus it may be that we help insure our basic freedoms and improve our legal system in the process of teaching about them.

However, little research has been done to measure whether and to what extent carefully wrought law-related curriculum does in fact accelerate moral development. There is a problem too in seeing that such curriculum advances at the maximum rate, but does not come too early or too late. Professor Kohlberg has initiated a pilot program in the Boston public school system, but additional pilot programs must be designed to test his hypothesis. According to Kohlberg, a successful curriculum of this kind would not change legal perceptions by substituting one set of values and ideas for another. Practically speaking, however, how can programs be designed to affect legal reasoning but not affect religious values and political ideas? This dilemma also requires careful research and evaluation.

3. *Appreciation of the legal process.* A law-related curriculum can provide young people with an appreciation of the legal process. Such an appreciation involves a deep understanding of how the legal system works, what values are implied in its operation and how it changes. Equally important, it can deal with the limits of the legal system: where the law should give way to civility, trust, community and—finally—uncertainty.

An appreciation of the structure and process of law is not only useful, it is essential if law-related education is to succeed where civics and other similar programs have failed. As Bruner has said, unconnected facts are likely to be forgotten. However he then cautions us to remember that "Designing curricula in a way that reflects the basic structure of a field of knowledge requires the most fundamental understanding of that field." Substantial attention and resources must be devoted to the problem of enlisting the active participation of highly skilled legal scholars in the development of such curricula, in cooperation with educational experts.

4. *Teaching information about law.* To the extent that the demands for "relevance" in education can be understood, they seem to be asking that courses reflect more realistically some of the crucial issues of our time. There is thus hardly another curriculum that can match a law-related one in the quest for academic relevance. Juvenile law, sex law, drug law, criminal law, environmental

law, school law, welfare law, consumer law and family law are only some of the areas which bear directly and immediately on the lives of students, as well as others. Once again, young people can feel that what they are learning in school is important. School becomes a place to make sense of real life experience, which is what it should be, rather than a place where abstract theories and inert facts are force fed.

The problem of how to impart information about the law is a complex one. A lawyer must have the ability to gather facts, relate them to legal issues, and predict how a court might react to such facts. His prediction is based upon reading of opinions, statutes, hearing records, briefs and so on. No lawyer knows the law except insofar as he is able to use these skills in making educated guesses about what the law is. Obviously law-related education cannot provide all students with these skills. Instead the problem is how a law-related curriculum can be devised to strike a reasonable balance between imparting dry and dated information, and attempting to provide every American student with the equivalent of the first year of law school. William James' lecture to teachers concerning psychology, delivered more than 80 years ago, could well be delivered today concerning law:

"You make a great, a very great mistake if you think that psychology, being the science of the mind's laws, is something from which you can deduce definite programmes and schemes and methods of instruction for immediate classroom use. Psychology is a science, teaching is an art... An intermediary inventive mind must make the application, by using its originality... Everywhere the teaching must agree with the psychology but need not necessarily be the only kind of teaching that would so agree."

Currently, there are major areas of law that are being overlooked in law-related education. For example, our largest corporations are richer and more powerful than most nations. Yet virtually nothing is taught about what a corporation is and how it is regulated by law. Young people learn more about Mexico than about General Motors, although General Motors has substantially greater revenues and has far more pervasive impact on the lives of American students. Jurisprudence,

and legal and moral philosophy are also relatively untouched. In an era of wars of questionable legality and rapid changes in international arrangements between nations, international law should not continue to be ignored. Comparative law has fared no better in spite of the links it offers to geography, foreign languages and—more simply—the compelling need for international understanding.

5. *Encouragement of responsible political participation.* The correlation between ignorance and confusion, on the one hand, and apathy on the other, is demonstrated by the surprisingly low percentage of active political participation, or even voting, among Americans. Educators have reason to believe that participatory learning experiences encourage later participation in community affairs. Learning through participation in the school context can be related to classroom learning by correlating increasing student involvement in school governance with the increasing complexity of their law-related courses. This means, of course, that the substance and process of school administration will be examined to determine whether it is rational, fair and uniformly administered. In most school systems such participation will lead to change. Once attention is focused on the school as a legal institution, it may be found in as much need of careful review and proposals for change as our courts and prisons.

Laboratory experiences to stimulate participation must take place beyond the school building as well. The law cannot be learned without some first-hand experiences in the courts, the squad cars, the prisons, the law offices, etc. Research is needed to design models for field experiences "touched by certain kinds of inquiry" so that they will be more meaningful than visits to the zoo. The kinds of inquiry that will make such experiences a useful part of the curriculum have yet to be developed.

This is an era in which our social problems, particularly in education, appear increasingly desperate and intractable. Perhaps the movement toward rigorous, law-related K-12 education is an exception to the generally dismaying scene. It is a substantial reform that is legitimate, desirable and feasible.

The YEFC Action Program

Leon Jaworski gave K-12 law-related education a great deal of attention during his recent ABA presidency and initiated the ABA Special Committee on Youth Education for Citizenship (YEFC) in 1971. The YEFC action program is based upon the following assumptions:

1. There is an urgent need to maximize the quantity and the quality of law-related citizenship education available to America's 60 million elementary and secondary school students, because early efforts in this field indicate that effective law-related programs in the schools can contribute to several important educational and citizenship objectives.

2. An interdisciplinary approach is desirable. Lawyers and other community leaders can be extremely helpful in stimulating the development of statewide and local programs, participating in the preparation of materials, training teachers, and occasionally joining in classroom activities. However, the total lawyer population of the United States is approximately 350,000. There are two and one-half million teachers. It is therefore evident that such programs can only succeed in reaching America's 60 million elementary and secondary school students if lawyers maximize the effectiveness of their participation by emphasizing the development and institutionalization of law-related curricula and teacher-training.

3. While many school districts are developing law-related citizenship projects with the active participation of state and local bar associations, most of the nation's school systems are as yet uninvolved.

4. Although a diversity of approaches and models is desirable and should be encouraged, there is expensive and unnecessary duplication of developmental efforts in the field.

5. The achievements of existing programs must be amplified and disseminated.

6. Experimentation and innovation, particularly at the elementary school level, must be supported.

OBJECTIVES

On the basis of these assumptions, YEFC is supporting the creation and improvement of interdisciplinary law-related education programs throughout the country. YEFC is not establishing a proprietary interest in any curriculum materials or teacher-training institutes. The function of the YEFC is entirely facilitative. Within this framework, YEFC is pursuing the following objectives:

1. *Stimulation of community programs—*

YEFC is stimulating interest among community leaders, particularly in the organized bar and the educational establishment, to join together in the development of effective citizenship education programs involving broad-based community participation.

2. *Coordination and amplification of ongoing programs—*YEFC is collecting and disseminating information with regard to the availability of curriculum materials, teacher-training institutes, project models and other components of successful law-related programs. YEFC is providing coordination for projects in this field and serving as a national clearinghouse for information. In addition, YEFC is providing on-site consulting services to interested groups throughout the country.

3. *Research and experimentation—*YEFC is producing and disseminating guidelines for the development of law-related educational programs and supporting research designed to expand and improve efforts in the field.

In pursuing these objectives, YEFC is attempting to serve the entire nation, while reflecting cultural, regional and local community needs and aspirations. Since the role of YEFC is facilitative and supplementary, all educational programs remain under the control and supervision of state and local organizations and school districts, operating with the aid of YEFC services and resources.

CURRENT OPERATIONS

The following major activities of the Special Committee are already underway:

1. *State and Local Bar Involvement.* YEFC has initiated a nation-wide campaign to encourage state and local bar leadership throughout the country to begin working with school administrators and educators in the development of citizenship education programs. In support of this campaign, YEFC has published a brochure and four issues of "Working Notes" as well as feature articles in major ABA and educational publications. In addition, a YEFC recommendation urging state and local bar associations to establish joint law-related education advisory committees with state and local educational authorities was overwhelmingly approved at the ABA Mid-Year meeting in February, 1973.

2. *Directory of Law-Related Educational Activities.* Last fall, YEFC published a special issue of Working Notes, a forty-eight page *Directory of Law-Related Educational Activities*. The Directory contains information about 175 projects in this

field as well as a cross-reference to projects supported by state and local bar associations. Ten thousand copies of the Directory have been distributed to bar associations, the educational community and others interested in developing new programs or improving existing ones. With the help of the Directory, they have been able to find others in their state and region who are concerned with the same problems and opportunities, thus preventing a great deal of needless and expensive "re-invention of the wheel."

3. *Bibliography of Law-Related Curriculum Materials: Annotated.* The Bibliography, containing hundreds of annotated references to textbooks and other useful reading material for students, teachers and attorneys, is the first extensive undertaking of its kind. It includes materials developed by commercial publishers, bar associations, law enforcement agencies and other groups on the Constitution, Bill of Rights, areas of substantive law, and other law-related topics.

4. *Field Consulting.* Members of the Committee and staff have spoken before bar associations, educational groups and community organizations in more than 20 states throughout the country. In addition, YEFC has conducted more than a dozen workshops, seminars and conferences for lawyers, educators and students.

5. *Resource and Reference Library.* YEFC has accumulated a substantial collection of materials, written and audio-visual, which can be effectively utilized in elementary and secondary law-related educational programs. It has become an invaluable resource, not only to staff, but also to the many representatives of projects who have used the materials at our offices in Chicago or received materials by mail, on loan.

6. *Film.* According to the 1970 census, there are 17,995 school districts in the United States. There are several hundred bar associations. Personal contact cannot do the job alone. For this reason, YEFC has produced a film, *To Reason Why*, approximately 27 minutes in length, to dramatize in documentary style the urgent need for youth education programs and to stimulate its audience to get involved in the creation and improvement of such programs. Designed for use in connection with printed materials and "live" discussions by local community leaders, it is available for use on a free basis from YEFC. Prints of the film may also be purchased.

7. *Regional Conferences.* In order to stimulate new projects and improve existing ones, the Special Committee convened two major Regional Conferences on Law-Related Education. The Atlanta Conference, co-sponsored by the Atlanta Public Schools, Atlanta Bar Association and State Bar of Georgia, included teams of attorneys and educators from Alabama, Florida, Georgia, North Carolina, South Carolina and Tennessee. The Philadelphia Conference was co-sponsored by the Pennsylvania State Department of Education and the Pennsylvania Bar Association. Teams of attorneys and educators were invited to participate from New York and New Jersey as well as Pennsylvania. Each Conference

exposed the community teams to national experts in law-related education as well as colleagues from neighboring communities who shared deep interest and commitment to law-related education. Guests had the opportunity to participate in classroom demonstrations of law education in action and were able to share ideas and experiences with resource participants and with one another. YEFC plans to conduct three additional regional conferences during the 1973-1974 academic year in the Pacific Northwest, Southwestern States, and the Virginia-Maryland-Washington, D.C. area.

8. *National Information Clearinghouse Services.* YEFC staff has handled several thousand requests for general and specific information concerning citizenship education. It now has a mailing list of well over 1500 leaders in the field and is in regular touch with them, both through its publications and personal correspondence.

9. *National Council for the Social Studies.* The National Council for the Social Studies—the largest social studies organization in the United States—has asked YEFC to organize and coordinate all law-related presentations at their National Meeting in San Francisco in November, 1973. Pursuant to this request, YEFC has assembled a group of 50 experts from 25 law-related projects, school districts and universities throughout the country who will conduct over 30 workshops designed to enable NCSS members as well as attorneys and others interested in the field to gain a greater understanding of the objectives of law-related education, participate in and evaluate instructional strategies and techniques, and learn more about ongoing programs in the field. In addition, sessions will deal with structural matters such as planning and implementation of effective law-related programs, with particular emphasis on involving state and local bar associations, justice agencies and other community resources in school programs.

10. *Law Enforcement Assistance Administration.* YEFC has received a grant from the Law Enforcement Assistance Administration to conduct an analysis of current law-related education activities which will result in a report and recommended guidelines concerning the disposition of law-related citizenship education LEAA grant requests in the 50 state, 8 regional and national LEAA offices. It is believed that the report and guidelines will substantially increase the amount of funds available to law-related citizenship education programs from LEAA as well as from other sources.

11. *National Youth Conference.* During the 1973-74 academic year, YEFC plans a week-end meeting with leadership from the youth community. This meeting is being designed to elicit guidance and counsel directly from the "clients" of citizenship education projects. Young people who have attained positions of leadership in youth activities will be invited to participate in workshop discussions with leaders of the organized bar and educators who are sensitive to and interested in their opinions and concerns.

12. *Sesame Street*. The Special Committee has developed law-related material suitable for *Sesame Street*, a daily public television program for children aged 3-5. The program has an average daily viewing audience of 7 million children. The Children's Television Workshop, which produces *Sesame Street*, has additional programs for older children in the planning process. YEFC may have a more substantial role in the development of the future programs.

13. *Pre-Service Conference*. Concerned with the limited law-related courses available to teachers at the college level, as well as the lack of cooperative programs between law schools and schools of education, YEFC plans to conduct a conference to stimulate the development of such programs. This conference will hopefully encourage teaching colleges and law schools to develop undergraduate and graduate courses on the substantive and pedagogical aspects of law-related studies.

14. *Curriculum Development Conference*. While there has been much law-related curriculum material developed in recent years, not enough attention has been paid to the creation of materials which meet the higher standards in content and method which this field demands. YEFC plans to convene a conference for commercial and non-commercial publishers at which lawyers and educators will attempt to stimulate the development of quality materials for this market.

15. *Early Years Curriculum Conference*. This area, the most critical from a child developmental view, is the one most ignored today. YEFC plans to sponsor a conference at which leading educators specializing in child development, social studies and curriculum development will meet with lawyers, law professors and others for the purpose of exploring strategies for improving programs in this area.

Some Law-Related Projects of General Interest

In our *Directory of Law-Related Educational Activities*, YEFC provides basic information about more than 175 ongoing law-related projects, ranging from one funded at over a half million dollars, serving the entire state of California, to others in small towns, operating without money or administrative staff. This section contains more detailed descriptions of some of those projects as well as several newly-created programs.

ASSOCIATION OF AMERICAN LAW SCHOOLS COMMITTEE ON CIVIC EDUCATION

In late 1972 the Association of American Law Schools, the professional association of more than 140 law schools, formalized its commitment to the introduction of a rigorous and systematic study of law and legal processes in elementary and secondary schools by establishing the Committee on Civic Education. Chaired by Robert S. Summers, Professor of Law at Cornell Law School and Director of the Cornell Secondary School Law Project, the Committee includes a distinguished group of law professors and attorneys, all of whom are involved in law school projects designed to foster and improve student understanding and appreciation of our laws and legal system. Members of the Committee include Kenneth F. Hegland, University of Arizona Law School; Norman Abrams, University of California School of Law, Los Angeles; William F. Harvey, Indiana University School of Law at Indianapolis; David L. Ryan, Washburn University School of Law; James W. McElhaney, University of Maryland School of Law; John B. Wefing, Seton Hall University School of Law; Paul L. Tractenberg, Rutgers Law School; William T. MacPherson, University of New Mexico School of Law; Richard C. Maxwell, University of California School of Law, Los Angeles (and immediate past-president, Association of American Law Schools); and William M. Gibson, Regional Director of the Federal Trade Commission in Boston, Massachusetts and former Director, Law and Poverty Project, Boston University School of Law.

The Committee, which plans to work in close cooperation with the American Bar Association Special Committee on Youth Education for Citizenship, is currently investigating the possibility of providing nation-wide services in several areas of law-related education. While plans will not be final until fall, 1973, the Committee is currently

considering the following activities:

1. Encouraging law school involvement in law-related projects in every community in which an AALS law school is located.
2. Encouraging law schools to join with local bar associations and educational systems to improve and expand law-related educational activities in secondary social studies classes.
3. Supporting the development of undergraduate and graduate programs at schools of education and law schools which would provide social studies teachers and education students with the opportunity to take intensive courses in substantive law, legal theory, and related teaching techniques. Consideration is also being given to the establishment by law schools of an advanced program for content specialists in law-related studies.
4. Assisting projects in the development of curriculum materials for teachers and students.
5. Assisting new and ongoing projects in designing and conducting in-service teacher training programs, summer law institutes and other law-related workshops.

The Committee also plans to devote special attention to analyzing how the resources of universities which have schools of law and schools of education can best be utilized.

For further information, contact:

Robert S. Summers
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Ithaca, New York 14850
607-256-4975

CONSTITUTIONAL RIGHTS FOUNDATION (Los Angeles, California)

In 1963, the Constitutional Rights Foundation was established by a group of prominent Los Angeles lawyers and businessmen who were concerned

with the lack of student understanding and appreciation of our basic freedoms, including those embodied in our Constitution and Bill of Rights. Since that time, the major focus of CRF has been the utilization of community resources in activities and programs designed to improve legal education in elementary and secondary schools.

During its initial years, CRF served as an advocate for more meaningful and effective legal education programs in the schools of California. Through its efforts, the California State Department of Education established a Bill of Rights Advisory Panel, composed of distinguished lawyers, law professors, judges, superintendents, etc., and created a staff position in the State Department which was assigned the responsibility of developing teacher training programs to provide California teachers with the knowledge and skills necessary for effective instruction in the Bill of Rights. In addition, CRF, through donations from the legal and business community, raised \$30,000 to prepare *The Bill of Rights, A Source Book for Teachers*. This book, published by the State Department of Education and used in its teacher training programs, is currently being revised and updated for republication by a private publisher.

In 1966, CRF instituted a program of conferences, workshops and institutes for students, teachers, law enforcement personnel and other members of the community. These have included teacher/student conferences on "Schools and Democracy," "Criminal Procedure," and "Youth and the Police," 18 State College Summer Workshops and 4 Statewide Leadership Training Workshops, as well as 6 Weekend Camp Seminars for students from Los Angeles High Schools. Their semi-annual *Bill of Rights Newsletter*, first published in 1967, has provided teachers and students with articles, recent Supreme Court decisions, listings of books and films, and classroom activities on issues of contemporary significance including "Youth and Dissent in the '70's," "Change in a Free Society," "Youth and the 26th Amendment," "Sex and Equality," and "Crime, Violence and American Youth." These topics have also served as the theme for other CRF programs and activities.

In addition to providing consulting assistance to schools and bar associations, CRF staff has conducted special programs for police, parole officers, and other representatives of the justice system. These programs are designed to develop greater understanding between the educational community and the justice agencies as well as to improve inter-agency cooperation. Under an initial grant from the Danforth Foundation, CRF has also conducted national consulting services to law-related projects in New York, New Jersey, Georgia, Indiana, Missouri, Oklahoma, and Washington. Their recently initiated intensive ten-day

in-service program for teachers on the Administration of Justice in American Society is described more fully in the Section on Teacher Training Programs.

CRF plans for 1973 include expansion of the national consulting project as well as continued development of local programs in California. The national program will include establishment of a midwest regional office in St. Louis, which will provide consulting services to schools and community groups through the country, publication of *The Justice Community and the Schools*, a manual on program development and implementation, expansion of the *Bill of Rights Newsletter* to a national quarterly, and development of several new simulation games and student booklets.

In addition to providing consulting assistance CRF has obtained funds from the regional Law Enforcement Assistance Administration to develop, in cooperation with 18 agencies including school districts, bar associations, and justice agencies, pilot programs on the administration of justice for students in three Los Angeles area high schools of varying compositions—one Black, one Mexican-American, and one integrated. Students will serve as organizers and implementors of the program, will be involved in extensive field activities in the justice community, will be responsible for developing activity units on their experiences in the field, and will serve as peer teachers for other students in the school. Law students will also serve as supervisors in the program. If successful, the program will be expanded in the following year.

For its local program, CRF continues to draw its basic financial support from the community while the national program is supported through foundation grants. In 1972, contributions to CRF totaled \$155,000. This included general contributions, proceeds from several conferences, consulting fees, a \$40,000 grant from the Danforth Foundation, \$25,000 from the John F. Redfield Foundation, and income from educator memberships in the *Bill of Rights Newsletter*. CRF is currently launching a national membership campaign designed to provide additional support for its activities.

For further information, contact:

Vivian Monroe, Executive Director
Constitutional Rights Foundation
609 South Grand Avenue
Suite 1012
Los Angeles, California 90017
213-627-7048

HIGH SCHOOL POLITICAL SCIENCE
CURRICULUM PROJECT
(Bloomington, Indiana)

The High School Political Science Curriculum Project is one component of the Political Science Course Content Improvement Project for Elementary and Secondary Schools, which is funded by the National Science Foundation and sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. The overall project focuses on the improvement of Social Science Education at the pre-collegiate level through the development of alternative instructional materials the schools can use either to supplement or replace existing curriculum materials.

The High School Project, with offices in the Social Studies Development Center at Indiana University, works with individuals and groups throughout the nation to develop, test and disseminate a new approach to twelfth-grade courses in American Government. The major purpose of the high school program is to promote political confidence among secondary school students by:

1. Providing basic knowledge necessary to interpret political information and experiences;
2. Developing intellectual skills to analyze and evaluate political information and experiences;
3. Developing political participation skills for effective political action in group settings;
4. Fostering positive attitudes to reinforce such actions.

These goals, if achieved, will provide a linkage between inquiry and action experiences so that students will not only be informed about political life, but will also have the capacity and experience to take responsible action based on their ideas.

The program is designed as a two-semester course entitled *Comparing Political Experiences*. It focuses on such concepts as political influence, decision-making, leadership, participation and communication on the school, local, state, national and transnational levels, thus promoting student analysis and evaluation of various types of political systems at different levels of political experience.

In the materials, the school is viewed as a micro-political system operating under fundamental principles of political behavior common to any political system. Using these principles to guide them, students observe and analyze school political life and put their political knowledge to work by participating in the school's ongoing political system. In the process, the principles themselves are tested and student understanding of political principles and action is deepened and refined.

The project began in March, 1972 with a year of conceptualization and design as well as some initial prototype development. During this period, the project staff tested its ideas among a large group of university educators, social scientists and school personnel. The staff also outlined a set of self-contained materials which serve as a basis for testing various dimensions of the program.

The second year of the project will feature prototype testing, materials development, evaluation and diffusion. The prototypes will be tested in twenty-three pilot schools of differing location, size, racial and ethnic composition, and political climates. They will then be evaluated in each of these settings according to their impact on students, their applicability in various school settings, and their impact on school political life.

Those interested in more information about the project should contact:

Howard Mehlinger, Judith Gillespie, and
John Patrick, co-directors
High School Political Science Curriculum Project
Social Studies Development Center
1129 Atwater
Bloomington, Indiana 47401
812-337-3838

LAW AND EDUCATION PROJECT
(St. Louis, Missouri)

The Law and Education Project of the St. Louis Schools was developed by an eighth grade teacher, Barbara Atwater, and two student teachers, Linda Riekes and Sally Mahe, with the assistance of Phillip Fishman, an attorney for the Legal Aid Society. In the Spring of 1971 a law-related curriculum was piloted in two eighth grade classes and in the following school year, the program was expanded to include approximately 40 seventh and eighth grade teachers and their students. Although the program was quite successful, obtaining funds for another year was difficult since certain funding agencies were not convinced that legal education courses were producing lower crime rates among those taking the course.

Through the efforts of parents, teachers, and administrators who recognized the importance of law-related education, the St. Louis Board of Education decided to continue the program. Additional support was obtained from the Law in American Society Foundation, whose summer institute in Chicago was attended by the program coordinators and several cooperating teachers during the summer of 1972. In 1972-73, the St. Louis staff conducted demonstration lessons for seventh and eighth grade teachers in over 20

schools. They also developed law-related components for social studies curriculum units containing role playing episodes, posters, cartoons, tape recordings, and slide and videotape presentations on such topics as "Legislative Process," "Juvenile Rights and Responsibilities," "Court System," "Mock Court Trial," "Drugs and Their Abuse," "Consumer Law," and "Community Involvement." The curriculum is organized in a directive fashion. However, it is by no means binding. Its purpose is to provide teachers with workable facts and ideas from which they can devise an approach which best suits the needs of their particular class.

The project also held workshops for teachers, provided guest speakers for classroom presentations, coordinated field trips, previewed audiovisual materials, and distributed monthly editions of a law-related newsletter. Knowledgeable and enthusiastic law students also participated in the program. In addition, two intensive summer law institutes have been conducted. (See Section on Teacher Training Programs.)

The education coordinator plays a unique and important role within the Law and Education Project, assisting teachers in the development of lesson ideas and providing the "leg work" necessary to bring teachers and students into contact with people and resources from the community. The coordinator visits the schools, meets teachers for lunch, plans field trips, arranges for audiovisual equipment, and might, on some days, team teach with the regular classroom teacher. These activities are based on the assumption that enthusiastic support from outside the classroom tends to encourage teachers and help them meet their various interests and needs.

The search for funding is continuing at this time. The emphasis next year will be on assisting teachers, through workshops and in-service meetings, and implementing the new law-related lessons in the social studies curriculum. Considerable attention will also be given to the development of law-related materials for special education classes.

For further information, contact:

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St. Louis Law and Education Project
Cook Elementary School
5935 Horton Place
St. Louis, Missouri 63112
314-727-2878
Sally Mahe, Assistant Coordinator
Linda Riekes, Assistant Coordinator

LAW IN A FREE SOCIETY
(Santa Monica, California)

In 1970, the State Bar of California, concerned

with the superficial nature of legal and civic instruction in elementary and secondary schools, initiated the Law in a Free Society Project through funds secured from the California Council on Criminal Justice. With the support and guidance of a distinguished Executive Committee of attorneys, educators, and representatives of the justice system, a full-time professional staff was assembled to develop educational programs in legal and civic education, K-12, for elementary and secondary students, teachers, supervisors, and administrators throughout California in an attempt to improve the quality of education in these fields.

One of the major tasks of the project is to develop an effective K-12 curriculum in civic and legal education. During its first year, the staff developed a list of general objectives for the K-12 curriculum as well as a list of concepts to be covered by students by the end of the twelfth grade. The staff made tentative decisions indicating at which grade level each concept was to be introduced, and which of a number of available printed educational materials could be used at each grade level in dealing with the concept. Thus, it was suggested that the concept of authority first be introduced at the kindergarten level and a number of texts commonly available to teachers in California schools were identified for use in teaching lessons about authority.

The next step was to select from the rather lengthy list of concepts those that seemed the most fundamental to a constitutional democracy. Eight major concepts were chosen as major organizational foci for curriculum development and in-service programs including authority, justice, freedom, participation, diversity, privacy, property, and responsibility. A number of important related concepts were also included under each of the major concepts. Thus, an examination of the concept of authority also included an analysis of the concepts of legitimacy, leadership, roles, power, decision-making, rules, etc.

Since the task of preparing an effective K-12 curriculum was, to say the least, a substantial endeavor, the staff enlisted the assistance of large numbers of experienced teachers in the field. The staff provided teachers with guidelines for the development of several lesson plans, suggested treatments of the concepts at each grade level, and references to educational materials they might use in the development of lessons. These guidelines also consisted of statements of behavioral objectives for each lesson and suggested settings within which the lessons should take place, e.g. community government.

Teachers then participated in an in-service program designed to give them an understanding of the subject matter and methods needed to present effective lessons at their grade levels on the concepts that were chosen (See Section on

Teacher Training Programs). After instruction in these programs, teachers piloted the lesson plans in their classrooms and were required to submit to area coordinators several lesson plans based upon one or more of the concepts. Area coordinators reviewed all these lesson plans and sent to the staff those which they found to be most effective. The staff then reviewed the lesson plans submitted and chose those best suited for the objectives of the curriculum for reproduction and distribution. All teachers whose lesson plans were selected received authorship credit.

This procedure not only enabled LIFS to compile a considerable number of excellent lesson plans, but also enabled them to identify those teachers whose abilities and interests might be utilized in later phases of the project. In addition, community support and assistance was developed through the cooperative involvement of bar and barristers' associations, law enforcement agencies, the courts, community groups, and representatives from local colleges and universities in various facets of the program.

A number of materials have been developed so that school systems can implement the curriculum with a minimum of expense and outside assistance. They include four volumes on each of the above concepts—*A Guide for Teacher Education*, *A Casebook* (for teachers), *A Curriculum* (objectives on each concept for students, grades K-12), and *Lesson Plans*—as well as project administrative guides and evaluation materials.

Services of the project staff include description of the program—its rationale, components, and procedures—to interested groups as well as assistance in the organization, initiation and administration of the program in school systems, such as: assistance in the selection and training of administrative and instructional personnel; demonstration of classroom techniques for elementary and secondary students; assistance in the development and organization of community support; assistance in evaluation, and selection of materials in curriculum development.

For further information, contact:

Charles N. Quigley, Executive Director
Law in a Free Society
606 Wilshire Boulevard
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Santa Monica, California 90401
213-393-0523

LAW IN AMERICAN SOCIETY FOUNDATION
(Chicago, Illinois)

In 1963, the negative attitudes of school children toward the American system of justice had be-

come too evident to ignore. To come to grips with this problem, the Chicago Bar Association assembled a group of Chicago educators, judges, lawyers, and law enforcement personnel to establish an effective educational program which could lead to greater understanding and appreciation of our laws and legal system.

The Law in American Society project was formally established in 1966 by lawyers and educators jointly appointed by the Chicago Board of Education and the Chicago Bar Association. The major thrust of the new project was the training of teachers (See Section on Teacher Training Programs). In September of 1968, the project received its charter from the State of Illinois and became the Law in American Society Foundation (LIASF). One of the goals of this foundation was the expansion of its activities beyond Chicago's inner-city. Funding from the Illinois Law Enforcement Commission enabled teachers and administrators from 20 additional Illinois school districts to participate in the 1970 summer institute. In 1970, the Foundation assisted in the establishment of the Law in a Changing Society project in Dallas and in 1971, lawyers and educators from Atlanta, Boston, and Los Angeles attended the summer institute.

With financial support from the Law Enforcement Assistance Administration, a primary thrust of LIA SF is toward establishing a nationwide network of associated projects. These projects are intended, in turn, to serve as regional centers for law-related education programs. During its first year, referred to as the "pilot" phase, a project receives its major funding and closest guidance from LIA SF. Resource and evaluation services are also provided by LIA SF, but the pilot projects are self-governing in all matters of program planning and implementation. With LIA SF assistance, associated projects are expected to become viable regional centers with self-generated funding upon the completion of their pilot phase.

LIA SF has also initiated a program to develop university courses and materials for law-related education. Courses designed by LIA SF to prepare teachers in the substantive content and strategies required for teaching legal concepts are currently being offered at several universities including Northwestern and DePaul.

Internship programs have also been developed by LIA SF in which doctoral candidates become affiliated with LIA SF to undertake specific research tasks, such as the design and implementation of a curriculum unit or the evaluation and testing of certain materials or strategies. This intern program has produced doctoral dissertations on several aspects of the LIA SF program. LIA SF also functions as an independent study base for graduate students in education and law. The tasks assigned interns in this program are

more broad and varied in nature. They are jointly determined by LIASF staff and coordinating faculty from the intern's university. Law schools and schools of education awarding course credit for this intern program are Northwestern University, University of Illinois at Chicago Circle, and DePaul University, College of Law.

LIASF has also developed numerous curriculum and resource materials. A three-volume *Teacher Education Handbook Series* provides detailed descriptions of summer institute workshops for the elementary, junior and senior high school. An 18 set audio-visual series, entitled *Law Focus*, has also been developed for teacher training. These sets are primarily intended as self-instructional, in-service packages, but can and have been effectively used at the classroom level as well.

LIASF has also developed the *Trailmarks* series focusing on constitutional concepts for presentation in the elementary, junior, and senior high school levels. Their *Justice in Urban America* series, designed for use on the junior-senior high school levels, consists of six paperbound volumes concentrating on such contemporary issues as urban life, welfare, the police, consumer law, social protest, and the juvenile court system. LIASF also publishes *Law in American Society*, a journal dealing with law-related education.

Further information about the LIASF program can be obtained by contacting:

Robert H. Ratcliffe, Executive Director
Law in American Society Foundation
33 North LaSalle Street
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Chicago, Illinois 60602
312-346-0963

LEGAL/CIVIC EDUCATION PROGRAM FOR THE STATE OF COLORADO (Boulder, Colorado)

The Social Science Education Consortium (SSEC) and the Colorado Bar Association are developing a proposal for a law-related education program, K-12, for the State of Colorado.

The general goals of the proposed program are:

1. To identify, collect, analyze, and evaluate the available materials, kindergarten through grade 12, which can positively affect student knowledge and attitudes toward the role of law in society, and more precisely, our systems of civil and criminal justice.

2. To conduct training programs for teams of teachers, school administrators, lawyers, law enforcement personnel, and members of the community who will return from the training sessions

to initiate law-related programs in their communities.

3. To evaluate the outcomes of the program as they relate to six target groups—students, teachers, lawyers, law enforcement officials, schools, and the community. Training for evaluation of outcomes will be a part of the training program described above.

The program will have three phases: (1) Development, (2) Implementation, and (3) Evaluation. Each phase will involve a number of specific activities, all of which are designed to achieve the goals stated above.

Development

The first task of the project staff will be to develop a precise conceptual framework for the program. The framework will identify specific educational objectives, subject areas which should be stressed, pedagogical techniques that should be utilized, and expected results. In constructing this framework, SSEC shall draw heavily upon existing models, materials and techniques.

Simultaneously with the development of the conceptual framework, the staff will organize a Project Steering Committee, whose function it will be to advise the project staff with respect to program development and implementation. The members of the Steering Committee will represent such organizations as the Social Science Education Consortium, the Colorado Bar Association, State and Local Law Enforcement Agencies, the Colorado State Department of Education, major teacher training institutions in the State, the Colorado Education Association, the American Federation of Teachers, community groups, and students. Members of the Steering Committee will also be chosen to reflect varying regional needs and aspirations.

Following the development of the conceptual framework, the project staff will conduct a thorough inventory of the legal education materials in the SSEC's Resource and Reference Center. Since many potentially useful ideas related to legal/civic education can also be found in materials prepared for other areas, the inventory will include a consideration of materials designed for social studies education in general as well as those designed specifically for legal education. The kinds of materials to be examined include those developed by national law-related projects and social studies education projects as well as locally developed materials, texts, simulations/games, and non-print media. In the process of conducting the inventory, the staff will identify the most appropriate materials for all levels of law-related instruction. The staff will then prepare guides which will indicate how specific legal education materials can be used in the schools and how the materials can be adapted

and modified to meet the differing needs of local communities.

Implementation

There are four basic activities in this phase—the identification of target communities for implementation, selection of teams from those communities, team training, and team implementation. Each of these activities is described briefly below.

Forty school districts in Colorado will be identified as target districts for the implementation of legal education programs. The primary criteria for district selection will be a stated willingness to mobilize resources and personnel to implement this project. Other criteria will include geographic location within the state and the apparent capabilities of the nominated participants.

Following the identification of target districts, community teams from these districts will be selected to participate in training sessions to be conducted at the SSEC offices in Boulder. Each team will ideally consist of one or two teachers, a lawyer, a law enforcement officer, a school administrator, and a community leader (e.g. school board member, minister, businessman, city councilman.)

Each team will spend at least one week in Boulder. Activities will include an examination of the rationale for a legal/civic education program, training in the use of legal education materials, training in how to train others in the use of the materials, preparing a plan for implementation and training, and planning strategies for program evaluation.

Subject to changes incorporated into the implementation plan to be developed in Boulder, it is expected that teachers will then introduce legal education materials into their classes with the assistance of other members of the team. In addition, each team will be responsible for training others in their district, training teams in nearby districts, and conducting evaluations of their activities. Throughout this stage, project staff and members of the Steering Committee will visit each of the community teams to provide assistance in their efforts.

Evaluation

Although there will be continual evaluation of the proposed project while in progress, it is expected that this evaluation will reveal limited information about the success of the program since it will be possible to detect only short-run gains in cognitive learning, attitudes, and skills. Also, program changes will be periodically instituted based on feedback from students, teachers, and community participants. Thus the short-run evaluation, while necessary and useful, is only part of the proposed evaluation plan. In order to measure these changes more accurately, SSEC

also plans to assess student and community behavior one, two, three, and four years after the program is fully implemented; subject, of course, to securing the necessary funding.

Further information about the program can be secured by contacting:

W. Williams Stevens, Jr., Associate Director
Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302
303-443-1370

LINCOLN FILENE CENTER LAW EDUCATION PROGRAM (Medford, Massachusetts)

The Lincoln Filene Center Law Education program had its genesis in the summer of 1963 when, with the support of the commissioners of education of nine northeastern states, Professor Isidore Starr of Queens College conducted an intense three-week summer institute at the Center for 36 master teachers on Teaching the Declaration of Independence and the Bill of Rights. This institute paved the way for subsequent law-related research, development of instructional resources, teacher training, and staff development programs sponsored by the Center over the past ten years. Recently the Center assembled an advisory board of educators, lawyers, judges, and other community leaders to provide guidance for the Law Education Program.

The development and publication of extensive law education materials for teachers, students, administrators, and judicial and enforcement officials, has been a trademark of the Center's activities. Subject areas covered in these materials include Rights and Liberties (*Citizenship Denied: Diary of a Young Girl, Civil Liberties: Case Studies in the Law, Due Process of Law*); Law Making and Enforcement (*Gun Control: A Bill Becomes a Law, The Police: Fact and Fiction, State Government and Public Responsibility, 1968: Law and Disorder, Prisons: Do They Need Reforming?*); The Courts (*The Courts Make Policy: The Story of Clarence Earl Gideon, Young Person in the Court*), and Juvenile Delinquency (*Dynamics of Delinquency*) as well as basic instructional resources such as *Lessons in Conflict: Legal Education Materials for Secondary Schools and Legal Education Materials for Elementary and Intermediate Grades*. They also have films and other audiovisual aids in these areas.

Current law education programs and activities include in-service seminars for elementary and secondary teachers, coordinators and department chairmen, seminars on education and crime prevention for Greater Boston high school teach-

ers in cooperation with the Boston Ecumenical Committee on Crime Prevention, and revision of law education instructional resources for grades 4-12. In addition to continued programs in teacher training and staff development, plans for 1973-1974 include preparation for the New England Institute on Education and Crime Prevention, institutes for Boston-area enforcement officials, initial development of new law education instructional resources for McGraw-Hill films, and the development of law education consultative services for school systems in nine northeastern states.

The Law Education Program is one of numerous projects conducted by the Lincoln Filene Center for Citizenship and Public Affairs. The Center has two divisions, Education and the Schools, and Civic and Government Affairs. In Education in the Schools, the Center is engaged in research, development, training, dissemination, and evaluation in the following areas: Century 21 (futuristics), Economics, Multicultural, Law, and Politics. In Civic and Governmental Affairs, the Center is engaged in consultation, research, and training in the following governmental areas: Local, Metropolitan/Regional, State, Federal and International. The Center's Law Education Program often works in close cooperation with the Center's other programs. Thus, it may work with Economics (consumer and regulatory law), Futuristics (indicators for today and projections for tomorrow regarding the individual's role in society), and Politics (Watergate is only one example).

For further information about the Law Education Program, contact:

Philip E. Campbell, Director
Lincoln Filene Center Law Education Program
Tufts University
Medford, Massachusetts 02155
617-628-5000 x353

For information concerning the Center's other activities, contact:

John S. Gibson, Director
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Medford, Massachusetts 02155
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MULTI DISTRICT INSTITUTE FOR POLITICAL EDUCATION (Pitman, New Jersey)

The Multi District Institute for Political Education (MDIPE) is a Title III Program designed to provide students with knowledge, skills and practical ex-

periences in law and government through exposure to and direct involvement with legal, political, governmental, and community leaders at the local, state and federal levels. The Institute believes that the community (in this case, the entire state of New Jersey) is a classroom where high school students can and should gain a working knowledge of law, politics, government, community action and community involvement.

Presently 450 students, representing a geographical, sociological, and economic cross-section of 19 New Jersey high schools participate in the Institute as a regular part of their social studies work. In addition to attending regular class sessions, students are involved in the planning, organization and implementation of the Institute program.

The Institute presently concentrates on six areas of study, including "Elections and Campaigning," "Lobbying and Interest Groups," "Local Government Planning," "County Government," "State Government," and "Justice in America." Instructional packets have been developed for each of these areas.

The idea for the Institute emerged out of the turbulence of the 1968 Democratic National Convention. Barry Lefkowitz, State Director of MDIPE, at that time a teacher at Burlington City High, recognized both the frustration of students in seeking legitimate change and the necessity for and responsibility of our schools to provide young people with the knowledge and skills required to operate responsibly and effectively within the system to bring about constructive reforms. In order to secure community and school support, he formed an Advisory Committee of lawyers, politicians, government officials, educators, community leaders and students. This group provided suggestions as to the structure and scope of the Institute and, most vitally, lent legitimacy to the effort.

It took six months of planning before the Board of Education approved the project for the 1969-70 school year. Initial efforts to obtain funding from the Department of Education failed but donations from the Burlington City Council and the major political parties got the program underway. The success of the program during the Institute's first year generated a \$2,000 mini-grant from the New Jersey State Department of Education for the production of a filmstrip on congressional committee procedures. In 1971 the program was funded under Title III and became a consortium of nine high schools known as the Multi District Institute for Political Education. During that year, the project received a Title III grant of \$80,000 for its basic program and an additional \$19,000 to establish state-wide "Voter Registration/Education Committees" in all New Jersey high schools.

In 1972, the Institute expanded to 19 high schools with a budget of \$78,000 and a special grant of \$20,000 from the Department of Education to develop a "Voter Education Training Kit" for high schools throughout New Jersey. The composition and name of the Advisory Committee also changed in that year. Now the State Board of Directors, it contains representatives of the New Jersey Bar Association, National Education Association, New Jersey Educational Association, School Boards Association, State Legislature, community groups, universities and colleges, and high school students.

The project has had a direct and positive impact on communities throughout the state. For example, after Institute students helped elect a Congressman, the Institute was besieged with requests for assistance in political campaigns, the New Jersey Bar Association invited the Institute students to help with lobbying on a juvenile rehabilitation bill presently before the state Legislature, and six Institute students decided to run for the New Jersey State Legislature in order to challenge the constitutionality of a recent legislative decision prohibiting 18 year olds from running for that office. Other community groups also requested student assistance in initiating projects in particular areas of concern, from lobbying and campaigning to preparing 10 year community development projections. As a result of these activities, an excellent working relationship has been established between the students and members of the community.

The Institute has conducted extensive evaluation of its activities, the results of which are available upon request. These evaluations and further information about the Institute can be obtained by contacting:

Barry E. Lefkowitz, Director
Multi District Institute for
Political Education
Post Office Box 426
Glassboro-Woodbury Road
Pitman, New Jersey 08071
609-589-3410

RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP IN A FREE SOCIETY (Jefferson City, Missouri)

The Missouri Bar, in cooperation with the Missouri State Department of Education, initiated its law-related program in 1970 with the objective of increasing student understanding of the law as it relates to rights and responsibilities of citizenship in a free society. Under the direction of an Advisory Committee on Citizenship Education composed of representatives of the legal and

educational communities, the program obtained three separate grants from the Missouri Law Enforcement Council for the initial planning of the program and several summer teacher training workshops in 1971 and 1972. (See Section on Teacher Training Programs). The purpose of these workshops was to develop a curriculum using new methods and materials for teaching law in elementary and secondary schools.

Subsequent to the summer workshop, the teachers were asked to test the materials and methods in their classrooms and, at the end of the year, to submit reports concerning their successes and failures. They were also asked to evaluate the many law-related books and materials then available. Following the compilation of these reports, a committee of teachers met and drafted two curriculum guides, one for the elementary level (K-6) and the other for the secondary level (7-12). These curriculum guides are now in the process of being completed and will be published for use in a series of state-wide teacher training workshops to be held this fall.

In 1973, the College of Education at the University of Missouri-Columbia and the University's Extension Division joined the Missouri Bar and Missouri State Department of Education as co-sponsors of the program. With a \$125,000, three-year grant recently obtained from the Danforth Foundation, the program will expand to include in-service training of teachers, as well as wider use of the materials developed during the previous two summer workshops. This fall, through the facilities of the extension division of the University of Missouri-Columbia, and under the direction of its College of Education, 30 workshops will be conducted throughout the state of Missouri.

The program is also in the process of developing nine half-hour educational television programs to be used both in the teacher training workshops and in elementary and secondary classrooms. The topics of these programs will be Why the Law?, How the Law Develops, How the Law Works, The Court System, Historical Evolution of the Constitution and the Bill of Rights, Major Supreme Court Decisions and Their Effect on United States History, Individual Rights and Civil Cases, and Individual Rights and Criminal Cases. This series of nine half-hour programs will be made available to schools and the general public through the state-wide educational television network. Broadcasts of the series are planned to begin on a once-a-week basis in September, 1973. The program is also developing a model law-related curriculum which will be made available to all colleges and universities in Missouri in the hopes that it will inspire them to make law-related education a part of the regular course of pre-service teacher training.

A substantial collection of teaching and ref-

erence materials including books, printed materials, films, and tapes relating to the project has been assembled at the Missouri Bar Center and is available to interested teachers throughout Missouri. The project has also prepared a Film Guide and Bibliography which is available upon request.

The program believes that law-related education should be administered by the regular educational system rather than by a separate foundation or organization; that an adequate number of hours devoted to the study of the law should be required for certification of every Missouri teacher; and that the ultimate solution to the problem of preparing teachers for effective instruction in these areas is for such courses to become a regular part of the pre-service training program in state and local universities and colleges. The Missouri Bar Program can then serve as advisor, rather than promoter. Until such time, however, it will continue to expand and improve its current activities.

For further information about the program, contact:

E. A. Richter, Administrator
The Missouri Bar Advisory Committee on
Citizenship Education
326 Monroe Street
Jefferson City, Missouri 65101
314-635-4128

SEATTLE PUBLIC SCHOOLS LAW IN AMERICAN SOCIETY PROJECT (Seattle, Washington)

In May of 1972, the Seattle Public Schools instituted a program in legal education under a grant from the Law in American Society Foundation and in June, eight Seattle teachers attended the LIASF Summer Institute in Chicago. Following the Institute, a proposal was submitted to the Washington State planning agency administering LEAA funds requesting funding for a local summer institute in legal education.

The purpose of the Seattle project is to train teachers in basic concepts of law and encourage the use of teaching strategies such as mock trials, simulations, games, and audio-visual materials in law-related courses. In the spring the Seattle Public Schools conducted in-service courses in law-related education in which fifteen teachers received instruction in both substantive law and teaching methods. Seven of the teachers who attended the LIASF Institute served as resource persons and instructors for the courses. A major effort was to have occurred during a month-long summer institute in which forty

teacher-participants (fifth through twelfth grades) were to have received stipends of \$125 per week, plus books and other materials for classroom use. The teachers were to be chosen according to grade and region of the city in order to assure a cross-section of Seattle social studies teachers. However, no public funds were available for the summer workshop. Despite the setback encountered with the summer institute, the program hopes to conduct in-service courses during the next school year.

Resubmission of the original proposal for public or private funding is currently being considered by the project director.

For more information about the Seattle project, contact:

Dominic W. Moreo, Director
Seattle Public Schools Law
in American Society Project
c/o Nathan Hale High School
10750 30th Avenue, N.E.
Seattle, Washington 98125
206-365-0280

TEENAGERS' RIGHTS AND RESPONSIBILITIES PROJECT (Silver Spring, Maryland)

Teenagers' Rights and Responsibilities (TARR) is a course developed over three years by the staff of the Institute for Behavioral Research, a private, not-for-profit research and education organization which participates in programs relating to behavioral problems of national concern. The youth crisis, mass education in urban schools, juvenile delinquency, early learning, aging, and drug abuse are among the other areas currently being researched.

The TARR course examines such issues as confrontations with police and courts, the drug problem, and general problems of in-school and community behavior. It is designed to provide youth with problem-solving skills which will enable them to cope with such problems, and hopefully, to avoid problems before they occur. It also presents principles of law as they apply to various situational conflicts and, through inquiry, role play/simulation, and other action-oriented techniques, encourages the student to examine, evaluate and discuss the legal and sociological issues which arise in these situations.

The course is divided into four sections: "What is a Community?"; "Why Communities Need Laws"; "How Laws are Made and Changed"; and "How Disputes are Settled." What is a Community?, the introductory section, concerned with the manner in which a com-

munity organizes itself to solve common problems, also raises major issues about law and legal processes which are explored in depth in subsequent sections. *Section 2: Why Communities Need Laws* focuses on the competing interests between individuals and between the individual and the community; methods of determining the potential benefits and deficiencies of alternative solutions to a problem; and different types of restrictive, supportive, and protective regulations. *Section 3: How Laws are Made and Changed* introduces the concepts of legitimate authority and limited authority; methods and rationale for delegating authority; standards for making laws fair and workable; and procedures for citizen participation in making laws and changing ineffective ones. *Section 4: How Disputes Are Settled* examines the concept of a system of courts, civil and criminal, designed to settle disputes and redress grievances in an orderly manner; the procedures of a case, from arrest to disposition; the rationale of standards of fairness; and the juvenile court in terms of its personnel, procedures, and rehabilitation services.

TARR presents the legal theory and the reasons behind the rules rather than concentrating upon the structure and organization of government. The implication of this is two-fold: (1) They are not trying to make teenagers into lawyers. Rather, they believe that by giving them these skills and an understanding of law, students will act in a responsible way—to participate in their community and to deal with their own personal problems as they grow through adolescence. (2) Neither are they asking public school teachers to become experts in law. Rather, they are providing teachers with an effective means of promoting knowledgeable, responsible, and effective citizen involvement.

The development of the course came about through the common concern of educators, psychologists, and lawyers who were dismayed with the disruptive and sometimes violent behavior of contemporary youth. Lawyers, high school social studies and humanities teachers, counselors and curriculum developers all participated in the creation of the *Teenage Rights and Responsibilities* course.

The project staff is now seeking a commercial publisher for the TARR materials as well as funds to rewrite the materials at a lower reading level and to conduct an accountability study. In addition, a prospectus for the development of a legal course for adults has been prepared.

The Stella and Charles Guttman Foundation was the principal funding agency for the research, development, and final production of the TARR materials. Some additional funding for the teacher training workshop, initial pilot demonstration in a junior high school, and test analysis was provided by the Law Enforcement Assistance Administration, National Institute of Law Enforcement and Criminal Justice, and U.S. Department of Justice. Assistance for subsequent pilot demonstrations, test analysis, and final revision was provided by a General Research Support Grant from the General Research Support Branch, Division of Research Facilities and Resources, National Institute of Health, and the Center for Studies of Crime and Delinquency of the National Institute for Mental Health.

For more information, contact:

Mary Cohen, Research Associate
Institute for Behavioral Research, Inc.
2429 Linden Lane
Silver Spring, Maryland 20910
301-585-3915

Some Teacher Training Programs of General Interest

The most important link in the educational chain is the classroom teacher. This section describes a variety of programs designed to provide teachers with the substantive and pedagogical knowledge and skills so necessary to effective law-related education.

ADMINISTRATION OF JUSTICE (Indianapolis, Indiana)

The Legal Studies Committee of the Indianapolis Bar Association recently conducted its third series of summer workshops on the administration of justice for 200 teachers from the public and private schools in Marion County and seven surrounding counties. The first two-week workshop, July 23-August 3, was offered to teachers of grades 5-8; secondary teachers, grades 9-12, were enrolled in the second workshop, August 6-August 17. Both workshops were held at the Indiana University - Purdue University Law School in Indianapolis. The ultimate goal of the teacher training project is to provide teachers with substantive knowledge and innovative instructional techniques which they can introduce into their classrooms thus providing their students with a greater knowledge, understanding, and appreciation of our laws and legal system and how they may be used as instruments of constructive social change.

The seminar sessions run from 9:00 a.m. to 4:00 p.m. daily. Participants first meet in task groups, composed of no more than 12 persons each, under the leadership of a senior law student assigned from the Indianapolis Law School. The law students' role is to discuss with the groups topics to be presented during the session that day. They also supervise the development of a course outline of the topics covered in the seminar, which can be used in the participants' classes during the following school year. (Thus, approximately 10 course outlines are developed during the summer). Subsequent to the task group session, all participants attend a general session where an attorney or law professor discusses various subject areas including (1) The Court System, (2) Filing a Civil Suit, (3) Freedom of Religion, (4) Freedom of Expression, (5) Equal Opportunity, (6) Search and Seizure, (7) Criminal Procedure, (8) Juvenile Procedure and (9) Slavery and Citizenship. Following lunch the participants once again meet in small task groups, after which they attend general sessions where they are exposed to films and materials on that day's topic which can be utilized in the classroom. While role play, field excursions, and other techniques form part of the course of study, the basic instructional technique of the seminar is the case study approach. Following these sessions, the day's activities are concluded with a general question and answer

session. Teachers receive a \$200.00 educational stipend upon successful completion of the course. Funding for the workshops is provided by the Law Enforcement Assistance Administration and private foundations.

In the future, the Legal Studies Committee plans to develop a series of one-day workshops during the school year to update materials and topics previously covered in the summer institutes. In addition, field trips to courts and other community agencies will be conducted.

For further information, contact:

Mary Beth Ramey, Executive Director
Indianapolis Bar Association
Legal Studies Committee
717 Merchants Bank Building
One East Washington Street
Indianapolis, Indiana 46204
317-635-6262

CENTER FOR LAW-RELATED EDUCATION (Cincinnati, Ohio)

The Center for Law-Related Education conducted its first four-week teacher training institute from June 25 to July 20, 1973. The institute is one of the Center's most important activities in the development of a systematic and comprehensive law-related education program for elementary and secondary school social studies classes throughout Hamilton County, Ohio. Held at the University of Cincinnati College of Law, it provided forty secondary teachers from the public and parochial schools of Cincinnati and Hamilton County with training in substantive law and related teaching strategies. The Center's summer staff included University of Cincinnati faculty, local attorneys, criminal justice officials, national consultants, and Cincinnati teachers.

The Center's summer program included two areas of study. *Teaching Constitutional Law* was designed for junior and senior high school American history teachers. Topics considered included "Understanding Legal Processes and the Courts," "Liberty and the Law," and "The Quest for Justice." *Teaching Legal Issues* was designed for secondary school government, civics, and problems of democracy instructors.

Topics treated included "Perspectives on and Career Opportunities in the Criminal Justice System," "Law and the Consumer," and "Teenagers and the Law."

During the institute, classes met each weekday from 9:00 a.m. to 12:00 p.m. and from 1:00 to 3:30 p.m. Morning sessions were devoted to presentations of substantive topics by attorneys, law professors, and other criminal justice personnel, while the afternoon sessions included educational workshops and field trip experiences designed to indicate how these subject areas can be introduced in the classroom.

Participants in the institute program were provided with opportunities to discuss the rationale for introducing law as an important component of secondary level social studies programs, study aspects of law that are directly related to what they might teach in the classroom, participate in the preparation of materials geared to their instructional needs, and expand their ability to use a variety of modes of instruction in teaching about the law.

Each participant in the Center's summer program received a stipend of \$400.00, eight quarter hours of graduate credit from the University of Cincinnati, a University waiver of tuition for the Center's Program, and free textbooks and classroom sets of materials.

The Center is currently developing a sourcebook for teachers based on classroom strategies prepared by Institute participants as well as presentations by summer law faculty. The sourcebook, to be published this fall, will cover such subjects as the courts, law enforcement, student rights, corrections, and consumer education. In September, the Center will also offer a bi-monthly newsletter designed to inform teachers and other interested individuals of the latest law-related cases, teaching techniques, curriculum materials, and training programs.

In addition to the summer institute, eight in-service mini-courses, five and six sessions in length, on selected legal topics, will be held at the University of Cincinnati and several Hamilton County Schools during the 1973-74 school year. Participating teachers may receive graduate credit for attending these courses. Also, full-day in-service programs will be offered at Hamilton County Schools throughout the school year. The 1974 summer institute, open to both elementary and secondary teachers, will again be a four-week, fully accredited teacher training program including field experience, stipends, free tuition, and materials.

Over 200 lawyers from the Cincinnati Bar Association have pledged their services to the Center's Volunteer Attorney Program to serve as instructors in the in-service programs, provide resource services to teachers, lead classroom discussions on various law-related topics, and arrange field trips for classes upon request. Other cooperating agencies working closely with the Center are the Cincinnati-Hamilton County Criminal Justice Regional Planning Unit, the Administration of Justice Division-Ohio Department of Economic and Community Development, the University of Cincinnati's Colleges of Education and Law, the Hamilton County Public and Parochial Schools, the Cincinnati Police Division, and the Hamilton County

Municipal and Juvenile Courts.

For further information contact:

Ronald A. Gerlach, Executive Director
Center for Law-Related Education
University of Cincinnati - College
of Education
635 Pharmacy, Mail Location #2
Cincinnati, Ohio 45221
513-475-3982

CONSTITUTIONAL RIGHTS FOUNDATION (Los Angeles, California)

Since 1971, the Constitutional Rights Foundation (CRF) has offered a 10-day in-service program on the Administration of Justice in American Society which enables teachers to spend ten days in the field as interns to police, district attorneys, public defenders, judges, probation and parole officers, and representatives of juvenile service agencies and the juvenile justice system. The time spent in the agencies is not devoted to formal tours of groups of teachers. Rather, one or two teachers are assigned to one professional employee of each of the cooperating agencies to spend a relatively normal working day during which they have an opportunity to observe and question their guide as he goes through his normal activities. So that they may utilize these resources upon their return to school in the fall, CRF attempts to assign each participant to an agency in the area in which they teach. In addition, the participants are exposed to as broad a range of activities of each of the representative agencies as possible. Thus, during their day with the police, some teachers ride in patrol cars, some spend time with detectives, traffic investigators, or community relations officers, and others are with office personnel who receive calls, manage the desks, and take care of the other myriad activities associated with police work.

In preparation for their experiences in the field, participants attend an introductory session in which a judge and/or a law professor discuss the American judicial system, past and present. Both the fifth and the final day of the program are devoted to discussing ways to integrate the experiences of the workshop into the classroom. In addition, the participants have the opportunity to meet with the highest ranking representatives of all participating agencies to discuss their experiences, observations, and recommendations. CRF feels that this seminar has not only enabled teachers and representatives of the justice system to gain a greater understanding of each other's work, but has also fostered greater understanding and cooperation between the justice agencies. The last program, held from August 27 to September 10, was offered to 75 Los Angeles teachers.

CRF conducts various other workshops, seminars and conferences during the year. In May, they conducted a conference on "Crime, Violence and American Youth" in cooperation with several agencies

including the San Fernando Valley Bar Association, Beverly Hills Bar Association, Los Angeles County Schools, Los Angeles County Sheriff's Department, and Student Support System of the Black Education Commission. The Conference, held at the Los Angeles County Courthouse, consisted of over 25 workshops conducted by representatives of the co-sponsoring organizations as well as other individuals concerned with the crises in our streets and schools. Sessions included "Cop on Campus," "Sports as a Deterrent to Crime," "Are Our Schools and Homes Contributing to Delinquency by Their Permissiveness?," "The Prediction of Delinquency from Non-Delinquent Behavior," "Victimless Crimes," "Are the Courts too Lenient?," "Women in Prison," "Chicano Gangs," and "Violence and the Media."

The CRF staff also has experience in the use of simulation games, role play and intergroup relations. Among the role play/simulations developed by CRF staff are "High School," "Police Patrol," "Liberation," and "Jury Game." In order to provide teachers with the ability to conduct such games effectively, CRF has conducted fall and spring conferences for teachers and students from 125 high schools in the Los Angeles area. Prior to the conferences, CRF selects teacher-coordinators from a cross-section of the participating schools who attend a special workshop in which they gain expertise in conducting games and simulations. Subsequently, the teacher-coordinators transmit these same skills to the Conference participants who can conduct the role play/simulation in their classrooms.

For examples of other programs conducted by CRF, see Section on Law-Related Projects. For further information about CRF, contact:

Vivian Monroe, Executive Director
Constitutional Rights Foundation
609 South Grand Avenue
Suite 1012
Los Angeles, California 90017
213-627-7048

LAW AND EDUCATION PROJECT (St. Louis, Missouri)

In 1971-72, the St. Louis Law and Education Center, under the sponsorship of the St. Louis Legal Aid Society, held eight seminars for teachers of the Northwest-Solden School District. The teachers, during released time, received training from consumer lawyers, representatives of the justice agencies, and members of the project staff, in both substantive law and techniques for introducing this information into the social studies classroom. The staff also assisted the participants in developing lesson ideas and initiating greater utilization of community resources. Following the seminar, the staff met individually with teachers in their schools at least once a week to assist them in their efforts.

Thirteen workshops for seventh and eighth grade teachers of four school districts were conducted by the Center in the Fall of 1972. This series of workshops, sponsored by the St. Louis Board of Education, also provided teachers with substantive legal information and ideas for classroom learning activities. The staff had a problem in recruiting teachers for these workshops since incentives for participation were virtually non-existent. Newsletters, mailings, and extensive telephone campaigns were therefore used to overcome this handicap.

The philosophy and functioning of the St. Louis Juvenile Court, and lesson ideas for discussing the juvenile court in the classroom, was the focus of another workshop in the Spring of 1973. Teachers, K-9, a juvenile court judge, and juvenile counselors participated in the workshop. Also in the spring of 1973, staff provided an in-service program for 120 seventh and eighth grade teachers of the Beaumont-Summer School District. A criminal attorney discussed the film *Freedom to Speak - The People of New York vs. Irving Feiner* with a group of teachers during the morning session and the afternoon session included a media demonstration and discussion of the use of simulations.

This summer, the project has conducted two institutes. The first institute, funded in part by the Danforth Foundation, was held daily from 12:30-4:30, July 2-27. The institute consisted of three simultaneous workshops for the primary (K-3), middle (4-6) and junior high grades (7-9). Topic areas for the primary sessions included "Value Clarification," "Children and Police," "The Little Consumer," and "The Child and the Environment." The middle grade workshop included an examination of "Values and Law," "Culture and Law," and "The Justice System." And the junior high group discussed "The Police," "The Courts," and "Prison and Probation System." Following each substantive session, participants engaged in classroom activities in these areas, took related field trips, and discussed the integration of these topics in their classrooms.

Teachers from St. Louis schools, professors of law and education, attorneys, representatives of the justice system, and consultants from national law-related programs served on the institute staff. The sixty participating teachers will be used as resource persons and directors of additional law-related education workshops in their own schools during the following school year. Participants also received three hours graduate credit from Washington University at a reduced tuition rate.

Another workshop, July 9-20, sponsored by the Mayor's Council on Youth, was held for 10 special education teachers and 50 special education students. Lawyers, community resource people and project staff provided substantive law training, classroom ideas, and assistance in curriculum development. Teachers received a \$100.00 stipend and graduate credit for successfully completing the workshop.

For further information, contact:

Barbara Atwater, Coordinator
St. Louis Law and Education Project

Cook Elementary School
5935 Horton Place
St. Louis, Missouri 63112
314-727-2878

Linda Riekes, Assistant Coordinator
Sally Mahe, Assistant Coordinator

LAW EDUCATION IN ATLANTA SCHOOLS (Atlanta, Georgia)

The first summer institute for Atlanta teachers was conducted during the summer of 1972 under the joint sponsorship of the Atlanta Public Schools and the Atlanta Bar Association. Through the efforts of the Atlanta Bar Association, a number of lawyers and law firms contributed funds for the program and one law firm provided the institute with secretarial help. The Atlanta School System provided meeting space, equipment such as typewriters and xerox machines, and a variety of other materials and services.

Teaching staff for the substantive presentations of the institute included volunteer Atlanta attorneys who gave of their time and effort not only in teaching, but in preparing for their presentations. (Law firms released them from their office duties to participate in the institute). The minimum number of days a lawyer taught was two; the maximum, five. With the assistance of the Law in American Society Foundation, a one-day training session for the attorneys was held about one month prior to the institute.

The institute, conducted daily from 1-5:00 p.m. in order to allow participating teachers to teach summer school, held concurrent sessions for elementary, junior and senior high school teachers. Areas of law discussed included: "Legal Issues in United States History," "Constitutional Law," "Consumer Law," "Juvenile Law" and "Landlord-Tenant Law." Three curriculum specialists from Georgia State University also worked with the institute. Their task, among others, was to present seminars in teaching techniques which showed the most promise of motivation and success in the classroom. Some of the techniques presented were inquiry method, independent study, small group discussion, field activities, role play, case method, media construction, and values and valuing.

During the institute, a number of published materials in law education were utilized. The Atlanta staff felt, however, that regardless of the value of these materials, they still failed in many instances to deal with law-related problems which concerned Atlanta teachers. Therefore, seminar participants were required to design and develop at least one learning packet dealing with a law-related problem real to their school and appropriate to the grade level they were teaching. To ensure portability throughout the system, guidelines were developed for the participants. Twenty-five of the best packets have recently been published by the Atlanta Public Schools.

The participants in the summer institute were

drawn from the Atlanta Public Schools. Because of space and financial limitations, attendance was limited to fifty elementary, middle and high school teachers selected from among approximately 200 applicants. Participants who successfully completed the institute (based on attendance, participation, and development of an acceptable learning packet) were awarded five hours increment credit by the Atlanta School System. Each participant also received a packet of resource materials in law education.

This year's summer institute, June 18-July 18, included thirty Atlanta teachers. Except for the inclusion of civil law, the substantive law curriculum was similar to that of last year's. The number of hours devoted to substantive law was also increased, with a corresponding reduction in the number of hours devoted to teaching techniques. This change was instituted on the basis of recommendations of last year's participant-teachers. The curriculum presentations for this year's institute concentrated on procedures for developing learning packets, methods of evaluation, and techniques of instruction for law-related curriculum. As in last year's institute, each participant was responsible for developing a portable learning packet.

For further information about the Atlanta program, contact:

John Evans, Chairman
Law Education in Atlanta Schools
256 Clifton Street, S. E.
Atlanta, Georgia 30317
404-373-3834

LAW-FOCUSED CURRICULUM SEMINAR (Norman, Oklahoma)

The Southwest Center for Human Relations Studies, University of Oklahoma, sponsored its first three-week summer institute on law-related studies at the University's College of Continuing Education from July 16 to August 3, supported by a grant from the Oklahoma Crime Commission. The purpose of the institute was to prepare a nucleus of teachers, law enforcement personnel, and attorneys to implement law-related curricula in schools and communities throughout the state of Oklahoma.

The seminar was divided into three sections for fifth grade, junior high, and senior high school teachers and administrators. The morning workshops concentrated on substantive topics such as legal history, First Amendment freedoms, criminal justice, property, equality, and tort and consumer law. The afternoon sessions emphasized curriculum development and various methodologies which can be utilized to present these topics in the classroom. Teaching staff for the seminar included professors of law and education, representatives of the justice system, and consultants from national law-related projects.

The participants in the workshop were composed of teams of teachers and educators from the thirteen

largest public school districts in the state of Oklahoma: Altus, Alva, Chickasha, Duncan, Lawton, McAlister, Moore, Muscogee, Norman, Oklahoma City, Shawnee, Tulsa and Woodward. In addition, four community people from each of the participating school districts attended the seminar for two days. Incentives for the participants included six hours of graduate credit at the University of Oklahoma, a \$15.00 stipend per day, publicity, and the possibility of serving on the coordination staff of the state-wide project.

The teacher training program is part of a proposed five-year project which will attempt to introduce law-related education as a major component of social studies programs in elementary and secondary schools throughout the state of Oklahoma. In addition, the Southwest Center for Human Relations Studies, with the excellent rapport it has developed with teacher education institutions throughout the state as a result of collaborative efforts over the past three years, will place considerable emphasis on the introduction of law in teacher education programs of state and local colleges and universities.

For further information regarding the program, contact:

Ira Eyster, Director
Law-Focused Curriculum Project
555 Constitution Avenue
Norman, Oklahoma 73069
405-325-1711

LAW IN A CHANGING SOCIETY (Dallas, Texas)

Law in a Changing Society (LCS) has instituted a teacher training program with two components. The first and most important component is a four-week summer seminar consisting of approximately 120 hours of instruction for 80 fifth, seventh, eighth, and twelfth grade civics teachers from the Dallas schools. This year's seminar, the second conducted by LCS, was held from June 18 to July 13 at Skyline High School in Dallas. During the seminar, four simultaneous workshops were conducted for each of the grade levels mentioned above from 9:00 a.m. to 12:00 p.m. and from 1:00 to 3:30 p.m. The morning seminar sessions were conducted by professors of law and political science who concentrated on substantive content. Subject areas covered this summer included "Purpose of Law," "Colonial Law," "Tribal Law and Customs of Indians," "Role of Police in Society," "Due Process of Law," "Powers of the State," "Freedom of Speech," "Historical Analysis of the Constitution and the Bill of Rights," and "Dissent and Civil Disobedience."

The afternoon sessions, led by education specialists, provided the participants with instructional techniques which can be utilized in teaching their students the law concepts covered during the morning sessions. Incentives for the seminar, free to Dallas teachers accepted as seminar participants, included a

stipend of \$300.00 and six hours of graduate credit from North Texas State University (three in political science and three in education), as well as law-related texts and materials.

The second component of the training program is the "partner-teacher plan," a plan devised to extend the benefits of the summer seminar. Each seminar-trained teacher selects another teacher in the same school who is instructing students in the same subject area and at the same grade level. During the year, the seminar teacher devotes staff development time -- the Dallas Independent School District provides released time twice a month for staff development -- to training the partner-teacher in the concepts and methods learned in the summer seminar. In this way, law-related studies are incorporated into twice as many classrooms and thus reach twice as many students with a minimum of expense and effort.

The primary objective of the LCS teacher training programs is to provide teachers with the substantive knowledge and related teaching techniques which will facilitate the implementation of law-focused education throughout the Dallas schools. Although the program is presently geared to social studies teachers in grades 5, 7, 8 and 12, LCS hopes eventually to train all K-12 social studies teachers in law-related education, thus integrating a rigorous and systematic program into the Dallas schools. To facilitate this effort, LCS has been discussing the possibility of introducing law-related programs into the education departments at state and local colleges and universities.

Much of the success of the LCS program can be attributed to the cooperation of the Dallas Independent School District and the Dallas Bar Association, co-sponsors of the project. In addition, the police department, the district attorney's office, the juvenile services department, and other community agencies have contributed to the effectiveness of the program. Because the program has received favorable responses from teachers, students, and members of the community, the Dallas Independent School District will soon incorporate the LCS project into its instructional programs. Since its inception, LCS has been operating under grants from the Texas Criminal Justice Council.

Further information about the project can be obtained by contacting:

B. R. Sullivan, Director
Law in a Changing Society
3700 Ross Avenue
Dallas, Texas 75204
214-824-1620

LAW IN A FREE SOCIETY (Santa Monica, California)

One of the major components of Law in a Free Society's (LIFS) efforts to introduce systematic programs of legal and political education in elementary and secondary schools throughout the state of California (See Section on Law-Related Projects), is their continuing programs of in-service training courses for

teachers, administrators, and members of the community. During the past year, in-service courses consisting of a minimum of 20 three-hour sessions were conducted in eight areas of the state. Teachers, upon successful completion of the course -- including the development of individual lesson plans and the evaluation of materials -- receive six quarter units (the equivalent of four semester units) of social science credit through university extension for each semester's participation. Classroom materials are also provided to all participating teachers.

The same eight major organizing concepts used in the LIFS curriculum development program form a significant focal point of each in-service program. The number of concepts covered in a particular in-service program is decided at the local level with staff consultation. For example, in one area it is possible that only four basic concepts will be covered, e.g. authority, justice, privacy and responsibility. Casebooks on each of the eight concepts, developed solely for use in the in-service programs, are provided to all participating teachers. Each casebook begins with a general introduction relating its contents to the general objectives of the project and to the curriculum plan. The casebooks are used to provide background information for teachers in the in-service courses as well as to provide stimuli for the development of lesson plans for courses in kindergarten through twelfth grade. Materials for the casebooks have been taken from judicial decisions, legislative debates, literature, and scholarly and popular articles and treatises, as well as materials produced by the staff. Also provided on each concept are a curriculum and sample lesson plans.

LIFS believes that the in-service program should provide a reasonable blend of models of expository and inquiry teaching techniques for teachers to use in their own classrooms. Expository techniques are necessary to convey basic information. Inquiry techniques are useful for conveying information and providing a framework for analyzing or formulating solutions to practical problems. For the purposes of the LIFS program, inquiry techniques are defined broadly to include Socratic methods, case studies, role playing, simulation games, policy making decisions, discussions, etc. Expository methods include lectures, observations of panel discussions, reference work, etc. Carefully planned field trips, which include introductory presentations for students before the field trip as well as a debriefing session after it has been completed, are also part of the program. Field trips which have proved extremely successful include ride-along programs with law enforcement officers and visits to juvenile jails.

As mentioned earlier, the structure and content of each in-service program is determined by the regional directors with the assistance of the central staff. Copies of the in-service programs and further information about the LIFS project can be obtained by contacting:

Charles N. Quigley, Executive Director
Law in a Free Society
606 Wilshire Boulevard
Suite 600
Santa Monica, California 90401
213-393-0523

LAW IN AMERICAN SOCIETY FOUNDATION (Chicago, Illinois)

Since its inception in 1966, the major thrust of the Law in American Society Foundation has been the training of teachers. Participating teachers receive instructions to prepare them both for their own classroom and for their roles as in-service instructors of other teachers in their community. The first summer institute was conducted in 1966 with funding provided through the Elementary and Secondary Education Act. The daily format consisted of morning sessions devoted to studying the substance of the law and afternoon sessions that concentrated on educational methodologies.

Since its establishment in 1966, the Summer Institute for Teacher Training has been conducted by an interdisciplinary team of law professors, attorneys, social scientists, and educators. Originally eight weeks in length, the Institute has been refined and condensed into a four-week seminar with six major objectives: 1. To provide institute participants -- selected classroom teachers from regional project areas -- with the opportunity to analyze the rationale for including the study of law as an essential component of social studies education; 2. To provide teachers with substantive instruction in the law; 3. To provide teachers with specialized instructional skills—including the use of Socratic or inquiry method, case method, and mock trial -- necessary to effectively present law-related education in their classrooms; 4. To provide teachers with special training in community relations, in-service program implementation, supervision and evaluation so that they can reach beyond their classrooms and become instructors of other teachers in their project areas; 5. To provide an opportunity for participants to contribute ideas and content for inclusion in textual materials prepared by the Institute faculty; and 6. To provide pilot project directors with training in program administration and evaluation, community relations, proposal writing, and other administrative skills.

The Summer Institute is divided into five workshops. Three of the workshops are designed to develop law as an integral part of American history programs at the elementary, junior high and senior high school levels. A fourth workshop prepares teachers to teach a full year course, *Justice in Urban America*, at the secondary level in place of traditional social studies courses such as civics or problems of democracy. The fifth workshop is tailored to the training of selected professionals from the Illinois Department of Corrections. It is hoped that these professionals will become prime movers in improving juvenile rehabilitation systems in the state of Illinois.

Substantive presentations, conducted daily from 9-12:30, include "The Crime Rate: Its Significance and Relevance," "Landlord/Tenant: Conflicts, Disputes, and Their Resolution," "Political Discrimination: The Reapportionment Problem," "Purposes of Law," and "Slaves as Property: The Fugitive Slave Law." Instructional strategies for presenting the substantive material are conducted in the afternoon from 1:30 - 3:30.

Upon successful completion of the Summer Institute participants may elect to receive up to nine quarter hours of graduate credit from the University of Illinois at Chicago Circle, Northwestern University, or DePaul University. This year's Summer Institute was held from June 25-July 20 at the Everett M. Dirksen Federal Building in Chicago.

For examples of other LIASF activities, see Section on Law-Related Projects. Further information about the LIASF teacher training program can be obtained by contacting:

Robert H. Ratcliffe, Executive Director
Law in American Society Foundation
33 North LaSalle Street
Suite 1700
Chicago, Illinois 60602
312-346-0963

RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP IN A FREE SOCIETY (Jefferson City, Missouri)

A two-week pilot seminar program for 30 teachers, selected from schools throughout the state, was held at the Missouri Bar Center in June, 1971. This pilot program was designed to assess interest in law-related education on the part of teachers and schools, explore the effectiveness of various instructional techniques and determine topics of greatest concern to teachers and students. It was also hoped that a sustained interest would result from field-testing the ideas and materials in different schools of the state in the following school year (See Section on Law-Related Projects).

The curriculum of the seminar consisted of topics selected by lawyers and educators. They included (1) Why the Law?, (2) How the Law is Developed, (3) How the Law Works, (4) The Court System, (5) The Influence of Major Supreme Court Decisions on the Course of American History, (6) The Constitution and the Bill of Rights, (7) Due Process of Law, and (8) Rights and Responsibilities of the Individual Citizen in Everyday Living. Each day, the seminar program was conducted by a different professional team consisting of a lawyer or a judge who presented substantive information and an educator who discussed the application of the ideas and concepts into school curriculum and instructional practices.

During the ensuing year, the teachers field-tested concepts, techniques and materials in their schools. With local lawyers in attendance, group meetings were held at various locations to discuss field experiences and determine means of improving the program. In November, a meeting of all 30 teachers was conducted and near the end of the school year, a final meeting was held where all teachers submitted written progress reports. These reports were then analyzed with the view of organizing the wide range of experiences into a

published form which would be most useful to other teachers throughout the state.

The 1971 seminar was so successful that a similar program, using the same curriculum topics mentioned above, was conducted for another 30 teachers during June of 1972. The professional team approach for each day was again utilized except that the educational team members represented teachers who were in the previous seminar and had successfully field-tested the materials. This approach worked exceptionally well since the teacher-instructors, in addition to providing guidance to the workshop participants, were more aware of the special needs and interests of the participants. All members of the legal profession who participated in the first seminar accepted invitations to return for the 1972 program. Lack of funds, however, made it imperative that the program be telescoped into one week instead of two. While the shortened time placed great pressure on the participants, the results were again very encouraging.

The staff of the project also realized that in order to reach large numbers of teachers, many of the schools of education of the state's colleges and universities had to institute credit courses, workshops, seminars, institutes, and extension courses in law-related education. Therefore, the Missouri Bar Advisory Committee on Citizenship Education funded and sponsored two college institutes during the summer of 1972 in which the facilities and faculty of the schools of law and education were utilized to develop courses whereby teachers could gain the knowledge and skills necessary to teach students about the role of law in a free society. At the University of Missouri-Kansas City, twenty teachers attended a three week course for three hours of college credit. At St. Louis University, 30 teachers received two hours of graduate credit in a two week course. A similar program, financed by an \$8,000 contribution from the Kansas City Association of Foundations and Trusts, is being conducted this summer at UMKC. The primary purpose of these institutes is to develop a model curriculum which could be adopted and adapted by other college and university schools of education and offered for credit as a part of regular course studies.

This summer, a special two-week workshop was conducted by the Missouri Bar and the College of Education at the University of Missouri - Columbia campus from July 16 - July 27. The teachers in the workshop concentrated upon methods of translating legal concepts covered in the previous workshops into terms understandable to students at all grade levels. The program will also conduct a series of 30 fall workshops throughout the state, each to be hosted by local school districts and bar associations. Each workshop will consist of 11 two and a half hour sessions and will be limited to an enrollment of 30 teachers. Thus, approximately 900 teachers will be reached through the program in the fall semester. The substantive law part of the workshops will be taught by local bar association attorneys who will be provided with materials and training. Methodology will be handled by teachers who attended the special two-week

workshop described above. Projection of this program envisions similar workshops to be held throughout the state next spring and during the regular semesters of the following two or three school years.

The College of Education, University of Missouri-Columbia is granting two hours of graduate credit to those completing either the summer or in-service workshop. In order to encourage teacher participation in the initial series of workshops, the Missouri Bar program is subsidizing the teachers by paying half of

the \$58.00 tuition cost.

Further information about the Missouri Bar program can be obtained by contacting:

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The Role of Bar Associations

I. THE LAWYER'S RESPONSIBILITY

At the 1973 ABA Mid-Year Meeting in Cleveland, the House of Delegates approved a recommendation which

"urges state and local bar associations to establish joint committees with state and local educational authorities to develop interdisciplinary programs in law-related citizenship education for elementary and secondary school students . . . The goal of all such programs should be to ensure that American young people are offered a rigorous and effective education in the law, legal process and related matters throughout their elementary and secondary education."

This recommendation was submitted to the House of Delegates by the Special Committee on Youth Education for Citizenship (YEFC). After one year of active operation under its chairman, Earl F. Morris, a past president of the ABA, YEFC is convinced that law-related citizenship education cannot go forward successfully without the active cooperation and participation of the organized bar. And it is only interdisciplinary projects, developed and implemented by lawyers and educators, that can be expected to survive over time, ultimately becoming an integral part of the educational process.

Leon Jaworski, immediate past-president of the ABA, created the Special Committee on Youth Education for Citizenship because it seemed clear that young people neither understand nor generally support the fundamental principles of American law, including those embodied in our Constitution and Bill of Rights. Our crime rates have recently soared, and most crimes are committed by young people. In addition, the legal process, the means by which the rule of law is maintained in America, is virtually unknown to American youth. Any direct contact with the "system" is likely to have been negative. Finally, the so-called "new voters," ages 18-21, proportionately produced the least votes in the November, 1972 election. It would be surprising if the failure of citizenship education were not at least in part responsible for this troubling array of ignorance, apathy and violence.

It is obvious that the organized bar has a very large role to play in the next few years to ensure that law-related citizenship education becomes an integral part of elementary and secondary curriculum. As former President Jaworski said in the President's Page of the September, 1971 issue of the ABA Journal,

"... it is (a major undertaking) in which our profession has a basic responsibility and a great opportunity to demonstrate again its traditional role of community and national leadership. Lawyers always have been catalysts and counselors in the resolution of problems calling for a consolidation of community effort. Here, in

my view, is a classic challenge worthy of the whole profession's maximum effort. I am confident lawyers will respond."

II. DEVELOPING A YOUTH EDUCATION FOR CITIZENSHIP PROGRAM

Who is Interested?

The need for a systematic and curricular approach to law-related citizenship education should be of urgent concern to every bar association. Bar leadership may wish to initiate inquiries with their school system counterparts before creating any new committee structure within their associations. Once a youth education for citizenship program is conceived, however, it will probably require sustained encouragement and support from a special bar section or committee. This new structure should neither replace nor be confused with Law Day programs. However, it is possible that some of the lawyers involved in Law Day activities may wish to participate in your new undertaking, as well as young lawyers and attorneys in full-time public service such as judges, law enforcement officers, and legal aid and public defender attorneys. In addition, law professors and law students will be likely sources of support. After initial contact has successfully been made, consideration should be given to the creation of a combined group of educational and bar leaders as urged in the ABA recommendation referred to earlier. The experiences of projects described in Section II as well as other programs listed in our *Directory of Law-Related Educational Activities* demonstrate that law-related citizenship education programs must be developed -- from the earliest stages -- as a joint undertaking. Leon Jaworski realized the importance of such cooperative efforts when, as one of the first steps after the establishment of the Special Committee, he appointed an Advisory Commission of distinguished educators interested in this field. In many cases it will be appropriate as well to include representation from law enforcement and other government agencies as well as community groups, such as the League of Women Voters, and finally -- student groups.

Who Do You Contact?

Lawyers are often lay school board members, past or present. They may be useful in making initial contacts. The office of the district superintendent of schools will in many cases be an effective point of contact. The superintendent himself may wish to participate in initial efforts to develop a joint program and may also designate administrators and teachers to participate. Larger school districts have curriculum depart-

ments which include social studies supervisors. Also, please feel free to consult with us. The staff of the ABA Youth Education for Citizenship program, through its extensive activities of the past year (See Section on The YEFC Action Program) has been in contact with lawyers and educators across the nation and can help you in determining the best approach in your community.

What Do You Do?

The initial steps should include evaluation of existing programs and materials, and investigation of community needs and resources. This should include a determination of what courses on law and legal processes are currently offered in your community's schools, in what grades they are taught, which materials and methods are being used, and what programs, if any, your school district offers to provide continuing training for its teachers.

After you are well along in evaluating the current law-related programs in your school system, it may be appropriate to begin the formulation of revised programs. You will want to know what methods, materials and programs are available and operating elsewhere. In this regard, YEFC's *Directory of Law-Related Educational Activities and Bibliography of Law-Related Curriculum Materials: Annotated* will be extremely helpful.

Upon completion of this preliminary analysis, lawyers, through the organized bar, can effectively and efficiently provide a number of vital services:

1. *Organized bar support in convincing the educational establishment that law-related courses constitute a legitimate, desirable, and feasible reform.* For too long, an operative understanding of the law and the legal system has largely been available only to those who had a law school education. Yet the law permeates the daily lives of all of us. Every consumer purchase, lease, marriage, divorce, traffic violation, etc., brings the citizen into contact with the law. It is in everyone's best interest for citizens to acquire a knowledge and understanding of law and legal processes. Everyone cannot attend law school. Aspects of legal education, however, can be modified and adapted for use in elementary and secondary education, including Socratic teaching techniques, case method and moot court. These methods, as all attorneys know, create the analytical and critical thinking skills which are the trademark of our profession and the successful attorney. Students learn to argue either side of the case and perceive the subtleties of real-life decision making, where answers are neither short nor simple.

The old approach to citizenship education has been narrow and lifeless. It has failed as effective education and it has failed as an effective means of creating informed citizens. Law-related education, in striking contrast, is meant to ensure that students will not avoid the hard questions concerning the relationship between individuals and between the individual and the state. Students not only learn to think, to analyze, and to evaluate complex legal and social issues, but also gain an operative understanding of how

our legal system works and how they can contribute to the development of a more democratic society. In addition to social studies, law-related education can become an integral part of English, math, languages, and other disciplines in the public school curriculum. The growing number of law-related courses in elementary and secondary schools throughout the country and the rapid proliferation of textual and audio-visual materials dealing with the law indicates the increasing interest in and the importance of law-related citizenship education.

2. *Professional participation in the development of curriculum materials.* Despite the increased number of law-related materials for both teachers and students in the past few years, there remains a tremendous need for the development of additional materials, especially for grades K-8. It is recommended that attorneys work in close cooperation with teachers and educators in the development of these materials so that the special professional skills of each profession can be most effectively combined in producing educationally worthwhile materials for teachers and students. In addition, local lawyers and educators can best determine the subject areas of concentration which meet their community's unique needs and aspirations.

3. *Lawyer involvement in pre-service and in-service teacher training.* Many obstacles must be overcome for the effective implementation of law-related programs. The study of law, legal institutions and legal and political processes comprises a formidable, almost overwhelming, amount of varied and troubling concepts, issues and information. Educators, like other professionals, are understandably reluctant to enter a complex, controversial and unfamiliar area. There are, however, over 60 million young people in our nation's elementary and secondary schools. If a systematic and rigorous program of law-related studies is to be introduced, the classroom teacher must continue to be the most important link in the educational chain.

Attorneys can provide substantive information through lectures and seminars. The same format might be used with teacher training departments of local colleges and universities or through established teacher in-service training programs. A local bar association or barristers group might make contact through the school system with principals or social studies department chairmen, and at department or staff meetings give teachers substantive information on topics such as those discussed herein. One session of particular interest to teachers might be "school law" with respect to its ramifications for administrators, teachers and students. This could serve as an excellent "jumping off" point for a more extensive program of in-service training programs. Although few in-service programs deal directly with questions of law, many would lend themselves to it. Contacts should be made with the school district officials responsible for in-service instruction.

4. *Classroom participation by lawyers and other representatives of the justice system.* In some programs, lawyers conduct classroom discussions with students concerning legal subjects of special interest,

such as drugs, criminal law, juvenile rights, creditors rights, etc. An attorney might spend one-half hour per week over a term in such a program, or teach a week-long session of a civics class. It has been our experience that attorneys are most effective in the classroom when they provide summaries to areas of law currently under discussion by the class or when they participate in role play/simulations on topics of interest. The most popular role play/simulation is the mock trial. With cases prepared either by attorneys or teachers, or alternatively, cases taken from textbooks containing mock trials, the session can involve a "trial," a labor arbitration hearing, a Congressional Committee hearing, a Supreme Court hearing, etc.

A number of formats may be used for presentation. Some classes might use the attorneys present only as resources with students assuming the roles of attorneys, witnesses, judge, jury, etc. Using this format, the attorney is most useful in setting up the mock trial and in the subsequent evaluation of the programs in terms of accuracy, violations of due process, and in discussing the rationale behind court procedures. Alternatively, attorneys might present the case before a judge or other attorney who is assuming the role of the judge. Students or other attorneys may assume the roles of litigants and witnesses. Their testimony may be prepared prior to the time of trial or may be given "off the cuff." The jury should be composed of students present at the trial.

It is recommended that students be no less than fifth grade level if they attend. Mock trials have been run successfully with students from grades 5-12 and their teachers. If a large group is involved, it is wise to have a number of juries and segregate panel members by age. We recommend that the entire mock trial be confined to three hours or less as interest often begins to lag after that time. If possible, the trial could extend over several days. As a general rule, the younger the group, the shorter the presentation should be. In any case, teachers should be consulted in advance about the length of time available for those activities and about the unique educational needs of their students. Because of time limitations, counsel for the plaintiff and defense should meet with the judge beforehand to propose a statement of the facts and to limit the issues to be discussed at trial. After the actual trial, appropriate instructions, of a limited nature, and clearly related to the issues, should be given to the jury by the judge. The jury should then deliberate upon the verdict, with a stated amount of time given to them if necessary.

Of course, law students and other representatives of the justice system can illuminate law-related studies through their participation in these and other law-

III. OTHER PROGRAMS FOR STUDENTS AND TEACHERS

1. *Lawyer-Law Student Ombudsman.* Some programs include assignment of one or more lawyers or law students to serve as ombudsman for student rights and responsibility issues.

2. *Court Tours.* Students should be given an opportunity to view our justice system in action. These visits, however, must be more meaningful than visits to the zoo. Students should be given pre-visit briefing sessions prior to a tour of the courthouse and a debriefing session in their classes after the courthouse tour. If possible, discussions with judges, district attorneys, public defenders, and other representatives of the justice system should be arranged in conjunction with these tours.

Contacts should be made through the school system with principals or social studies department chairmen, informing them of the existence of the court tour program. Depending upon the physical and personnel resources available, students from the fifth to twelfth grades may be invited to participate.

3. *Drug Clinics.* These programs give attorneys familiar with the legal aspects of drug abuse the opportunity to discuss the law and related drug problems with students in the schools. These programs are generally directed at students who have been placed on probation for some drug-related offense. Most schools have a drug education unit or course, and an attorney's presence in the classroom or in small group discussions with the students involved is highly recommended.

4. *The Hotline.* Through lawyer volunteers, teachers are able to obtain, within 24 hours, telephoned answers to legal questions arising in the classroom. This highly effective program is organized as follows: Contact is initially made with the central office of the school district. Through the school system, an announcement is made to teachers of law-related courses in the district that attorneys have volunteered their time to answer questions and/or research problems of a legal nature arising out of classroom discussions. The expertise of the attorney is then made directly available to the individual teacher. Through the bar association, the classroom problem is referred to an attorney versed in the field the problem falls into. The attorney researches the problem and by phone gives the teacher an analysis of the issues involved the following day. While attorneys should research special problems which arise, they should also encourage the classroom teacher to have the students research various problem areas also.